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***Analysis Of Economic Development
Officers' Training Needs
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ANALYSIS OF ECONOMIC DEVELOPMENT
OFFICERS TRAINING NEEDS

Sector: Human Resources

12-6-7

Training/Development Programs

**ANALYSIS OF
ECONOMIC DEVELOPMENT OFFICERS'
TRAINING NEEDS**

FINAL REPORT



Council for the Advancement of Native Development Officers

OCT 17 1994
Garry Singh

Mr. Roland C. Bailey
Deputy Minister
Economic Development and Tourism #15688
Government of the N.W.T.
Yellowknife, Northwest Territories
XIA 2L9

August 26, 1994

SEP 6 1994

Dear Mr. Bailey:

Please find enclosed two documents that may be of interest to you.

The first is ***Analysis of Economic Development Officers' Training Needs: Final Report***. Please note that this is only a draft version; the final version will be forwarded to you upon completion.

The second is ***Chapter 11 of the Auditor General's Report***, which examines the Canadian Aboriginal Economic Development Strategy.

I hope you find these documents useful.

Sincerely,

Robin Wortman
Executive Director, CANDO



Council for the Advancement of Native Development officers

ANALYSIS OF ECONOMIC DEVELOPMENT OFFICERS' TRAINING NEEDS

Final Report

PART 1: Price Waterhouse Report

Prepared for CANDO and submitted to **the National Education and Training Task Force**

PART 11: **National Education and Training Task Force Report**

Task Force Recommendations and **Interpretation** of the Price Waterhouse Report.

Submitted to the Royal Commission on Aboriginal Peoples

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The Council for the Advancement of Native Development Officers would like to thank the members of the Education and Training Task Force for their contribution to producing

“Towards Self-Reliance”
The Final Report and Recommendations on Native Community Economic Development Officers’ Training Needs Assessment

prepared for the

Royal Commission on
Aboriginal Peoples.

We would especially like to thank the following for making this project possible:

Assembly of First Nations
National Chief,
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and staff, Mr. Harold Tarbell
and Mr. Franklin Williams

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and staff, Mr. Richard Budget
and Mr. Steven Home

We would also like to thank
Ms. Marli Ramsey at Price
Waterhouse in Ottawa for her
professional assistance.

This final report was prepared
with the assistance of
Mr. Kumar Saha, B.A., M.A.



Council for the Advancement of Native Development Officers

CANDO BOARD

President, Darrell Balkwill
(13 Members/National Representation)

CANDO National Task Force on Education and Training
Chair, Simon Brascoupe
(15 EDOs, 7 Academics)

Product

Analysis of Economic Development Officers' Training Needs:
Royal Commission on Aboriginal Peoples (RCAP) Report

Occupational Standards Committee
Chair: Art Dedam
(10 Members)

DACUM Sub-Committee
Chair: Darrell Balkwill
(6 Members, all EDOs)

DACUM Group One
Group Leader: Jim Bowie
(South/Urban: 12 Members)

DACUM Group Two
Group Leader: Gloria Allen
(North-/Remote: 12 Members)

Curriculum Development Sub-Committee
Chair: Simon Brascoupe
(7 Members, all Academics)

Product

National Native Economic Development Training Program
(Relevant, accessible, affordable and accredited)



Acknowledgments

The Council for the Advancement of **Native** Development Officers wishes to express its appreciation to all those who contributed their time and effort to make this study successful.

The leadership provided by the Chair of the Task Force, Simon **Brascoupé**, and co-chair, Judy **Cooko-Whiteduck**, proved invaluable. The participation of Task Force members in guiding **the consultants** and shaping the research is also gratefully acknowledged.

We would like to thank the **National Chief's** Office of the Assembly of First Nations for sponsoring our application. Particular mention must be given to Harold **Tarbell** and Franklin Williams: without their support this project would not have proceeded. The important role of the Intervener Participation Program, chaired by the Honorable **David Crombie** on behalf of the Royal Commission on Aboriginal peoples, in guiding the research for this study must be acknowledged. We especially want to thank Richard Budgel and Steven Home who assisted us **with our application and** helped to guide our project to completion.

This study would **not** have **been possible** without the cooperation of countless individuals who contributed their time to respond to the survey. **They have contributed immensely to the understanding of the role of the Economic Development Officer in Native communities and have helped us clarify priorities for ongoing education and training.**

Finally, we would like to recognize the thorough work done by Price Waterhouse Management Consultants. **Deserving** of special mention is **Marli Ramsey** for her dedication to the project and her participation on the Task Force.



Task Force Members

Acknowledgements

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PART: TWO - Pink

National Task Force on Education and Training

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Preamble

A number of the discussion questions included in the advance preparation package address some of the issues that CANDO has been researching. Therefore, **for** the purpose of discussion, we have prepared a copy of a study, **the Royal Commission On Aboriginal Peoples Report (the RCAP Report)**, completed under the guidance of **CANDO's National Task Force on Education and Training** for the Royal Commission on Aboriginal Peoples in Canada. While the results of this study are specific to the education and training needs of Economic Development Officers (**EDOs**) in Canada, many similarities may exist for the training needs of **EDOs** throughout North America.

CANDO is a national non-profit association dedicated to the professional development of economic developers working in native communities or organizations. We are a community based, membership driven, Aboriginal controlled organization which is accountable to the communities for which our members work. We believe that economic development through education and training is the key to success **and** we are committed to undertaking projects which demonstrate this commitment. We believe Aboriginal economic development will **ultimately be the responsibility** of each community and we are committed to helping our members prepare for **this task**. Professional development is a high priority for CANDO.

Relevant education is a primary determinant to the success of EDOS working in Aboriginal communities. Relevant training and education will provide a basis for EDOS to develop their capacity **and** perform **more** effectively at the community level. The CANDO Education and Training Reference Manual (completed through the IFEE Project ¹), identified over 300 educational courses and programs that **are** economic development related. Approximately 100 of the programs were designed **with** Aboriginal students in mind. However, there is a definite need for a specialized program focusing on the actual needs of Aboriginal EDOS working in the communities. To get a better understanding of what these needs are and how they can best be served, CANDO embarked upon **an** in-depth research project designed to highlight actual needs, the RCAP Report.

¹ Identification, Facilitation, Evaluation and Employment Program

EXECUTIVE SUMMARY: RCAP REPORT

Introduction

The purpose of this report is to present the results of a national survey of 165 Economic Development Officers (EDOs) and to evaluate how educational institutions are responding to these needs. This report synthesizes the findings of the Price Waterhouse report with the findings of the CANDO Education and Training Manual, analyzes what programs and gaps exist for Native participants and assesses the need for a new national accredited training program for EDOS.

The idea for this report was developed through discussions with EDOS across Canada, educational institutions, the Assembly of First Nations, CANDO's Board of Directors, and the Intervenor Participation Program of the Royal Commission on Aboriginal Peoples. These discussions coincided with the announcement by the government of Canada to establish a Royal Commission on Aboriginal Peoples (RCAP). As the scope of this report is conducive with the objectives of the Royal Commission, funding was secured. On March 9, 1993 a contribution agreement was signed between the RCAP and the Assembly of First Nations in collaboration with the Council for the Advancement of Native Development Officers (CANDO).

In pursuit of our objectives, the following methodology was employed:

- Step One: A Task Force on Education and Training was established consisting of Native EDOS and selected academics.
- Step Two: The consulting services of Price Waterhouse were engaged to design, pre-test, conduct, and analyze the results of the specialized questionnaires under the supervision of the Task Force steering committee.
- Step Three: The results of the survey were analyzed by Price Waterhouse and interpreted by CANDO's Task Force.
- Step Four: The findings of the survey, the Task Force interpretation, and the IFEE Project were synthesized and a final report with recommendations was submitted to the Royal Commission in September 1993.

Part II of this document contains the Task Force Recommendations and Interpretation of the Price Waterhouse Report.

REPORT SUMMARY

The following report is based on a telephone survey of Economic Development Officers (**EDOs**) from across Canada. The objective of the survey was to determine the training needs of EDOS and their interest in a training program designed specifically to meet their needs. Price Waterhouse was contracted to develop, conduct and analyze this survey in conjunction with CANDO. Price Waterhouse successfully interviewed 165 EDOS from a database of **331** names, a **response** rate of **50%**.

SURVEY HIGHLIGHTS

Support for a special training program for Native EDOS is strong.

- .84% of **survey** respondents reported that a special training program designed for Native community EDOS would be valuable **to them**.
- .95% of those who favored a special training program agreed that the program should be accredited.
- .50% prefer a modular approach to the training and are willing to spend more than **five weeks** per year to participate in such a program.

There is a strong preference that this training be delivered by a Native training institution.

The Communities

Generally, EDOS serve relatively small, but accessible communities.

- .The level of employment in the communities tends to be low and Government is usually the **primary** employer.
- .Most respondents felt that tourism and small business hold the greatest potential for future employment.

The majority of communities have economic, capital, and community development plans in place. More importantly, in the **majority** of cases, these plans are being used.

The Respondents

The vast majority of EDOS who participated in the study are Native, between the ages of 35 to 44.

- .78% are male and 22% are female.
- .English is the working language of 88% of the respondents.
- .7% work in their Native language.

Approximately 50% of EDOS have between **one and five years** of experience in economic development.

- .**More** than **50%** have been in their current jobs between one and five years.
- .They are generally well-educated, with about **46%** reporting that they have completed college or university.
- .The level of education differs between Native and non-Native respondents; a greater proportion of non-Native respondents have completed post-secondary education.

EDOS most often work for band or tribal councils and there is usually one level between them and the governing body.

- They are not likely to have other EDOS reporting to them.

- **They generally** work as full-time EDOS, however, their role is often combined with other related areas **such as community and business development.**

Knowledge and Skill Gaps

The results of the **survey** identified a number of gaps in the knowledge and skills of current **EDOs**. A gap was considered to exist if the knowledge or skill in question was rated by EDOS to be very important to their job, and if EDOS perceived that they had insufficient knowledge or skill in that area. Gaps highlight the need for more focused and relevant training.

58% of respondents reported that they have sufficient knowledge in the various areas queried.

- EDOS are less knowledgeable about the business and economic aspects of economic development than they are about their communities and government.

- More than 50% of EDOS reported that they had insufficient knowledge about: environmental legislation; business corporations acts; sources of labor market information; economic principles; and business taxation.

- Native EDOS were more likely **than** non-Native EDOS to report that they had insufficient knowledge.

In some areas, women were more likely than men to **report** insufficient knowledge.

- Female respondents were more likely than male respondents to state that they had insufficient knowledge of economic principles **and business corporation** acts.

63% of EDOS perceived themselves as having sufficient skills for their job.

- However, EDOS were more **likely** to report that they were insufficient in the skills that are necessary to implement economic development opportunities..

- These skills consist of: assessing the feasibility of economic and business plans; developing plans; developing economic policies; motivating and supporting businesses; facilitating cultural expression; training; and managing natural resources.

Male and female EDOS responded significantly different on skill levels in three areas.

- Male EDOS were more likely than female EDOS to report that they had sufficient skills for: making presentations; identifying economic opportunities; and developing plans.

Native and non-Native EDOS responded differently in some areas.

- Native respondents were more likely than non-Native respondents to report that they had insufficient skill in: writing; making presentations; managing financial resources; identifying economic opportunities; assessing economic/business opportunities and plans; and developing **policy.**

CONCLUSIONS

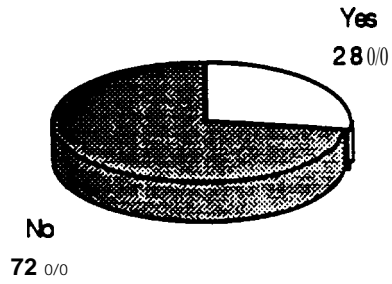
The results indicate that Economic Development Officers recognize that additional relevant training and development is required to provide them with the knowledge and skills to realize their potential and the potential of their communities. EDOS indicated strong support for a program designed specifically to meet their needs and they want the program to provide them with certification.

The results of this survey indicate there is Support for and an opportunity for CANDO to further explore the possibility of establishing **specific** training for Native community **EDOs**. Considerations in developing a training program include the cost of curriculum design and development, the cost of implementing the program, the transferability of skills, and **the** recognition of the program by non-Native government/community employers.

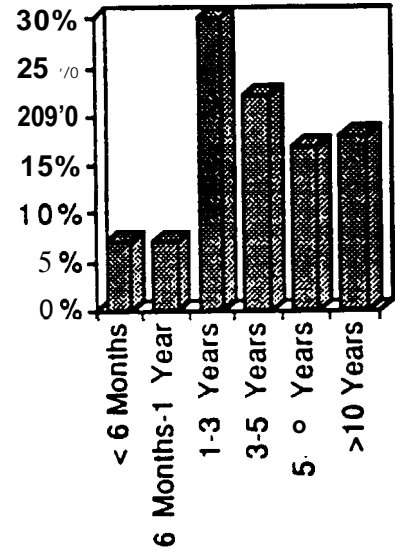
CANDO has identified two approaches which can be used to develop a training program for **EDOs**: 1) CANDO can design and develop a **training program** or alternatively, 2) CANDO can promote relevant, existing courses/programs **currently** available through post-secondary institutions.

CANDO is currently designing a national Native Economic Developers' Training Program in cooperation with seven post-secondary institutions. We hope to use both approaches to address education and training needs. The decision **to accredit** a program or course is a separate issue and will be based on the value that accreditation can bring to those who take the program.

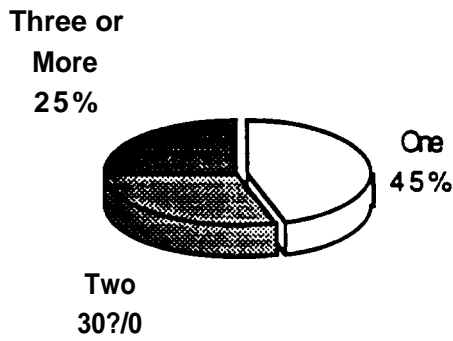
EDOS REPORTING TO You?



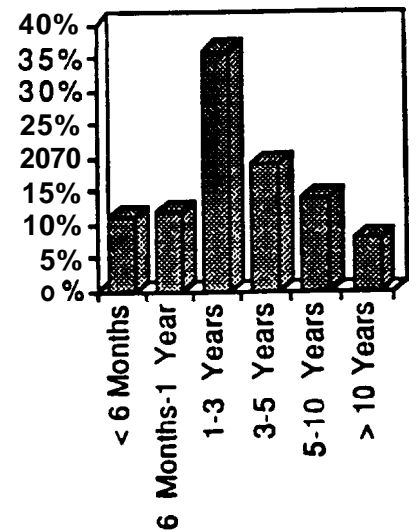
EXPERIENCE AS AN EDO



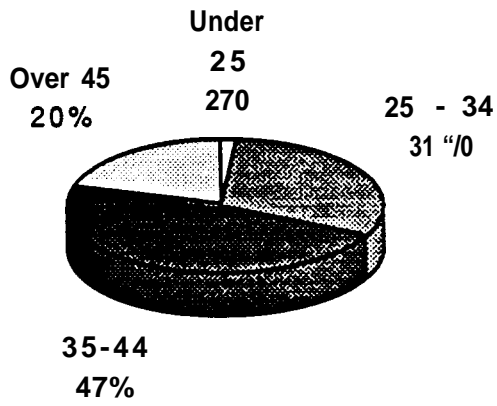
NUMBER OF EDOS REPORTING TO YOU



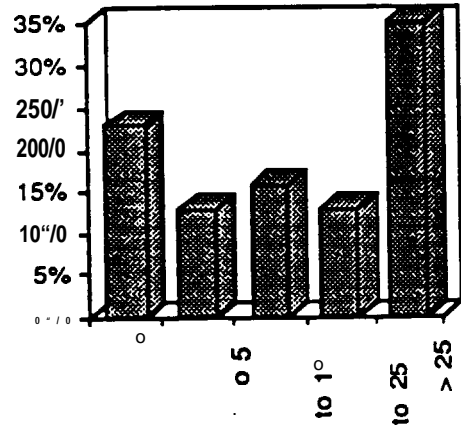
TIME IN CURRENT POSITION



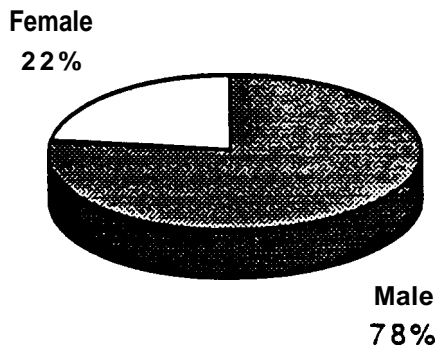
AGE OF EDOS



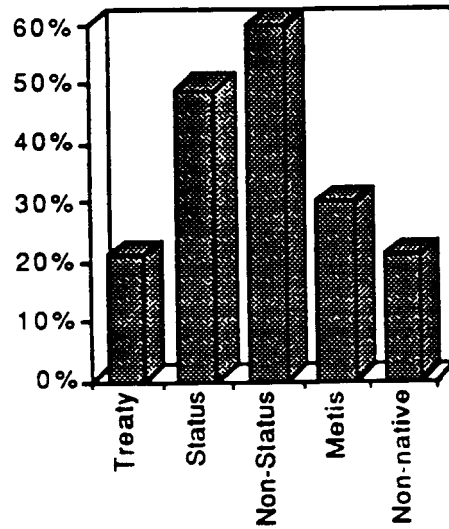
NUMBER OF DAYS OF JOB RELATED TRAINING TAKEN IN THE LAST TWO YEARS



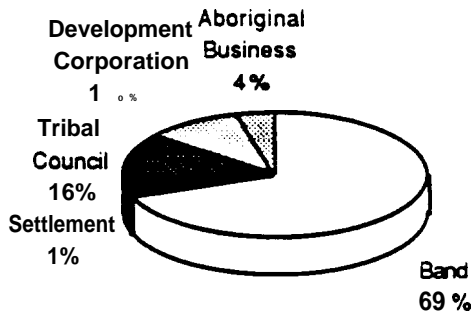
GENDER OF EDOS



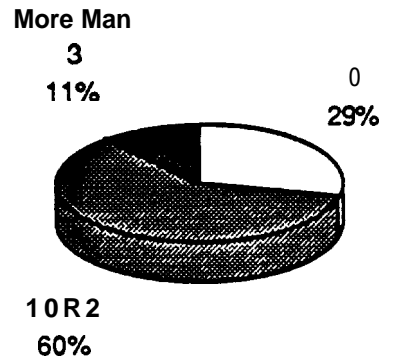
STATUS OF EDOS



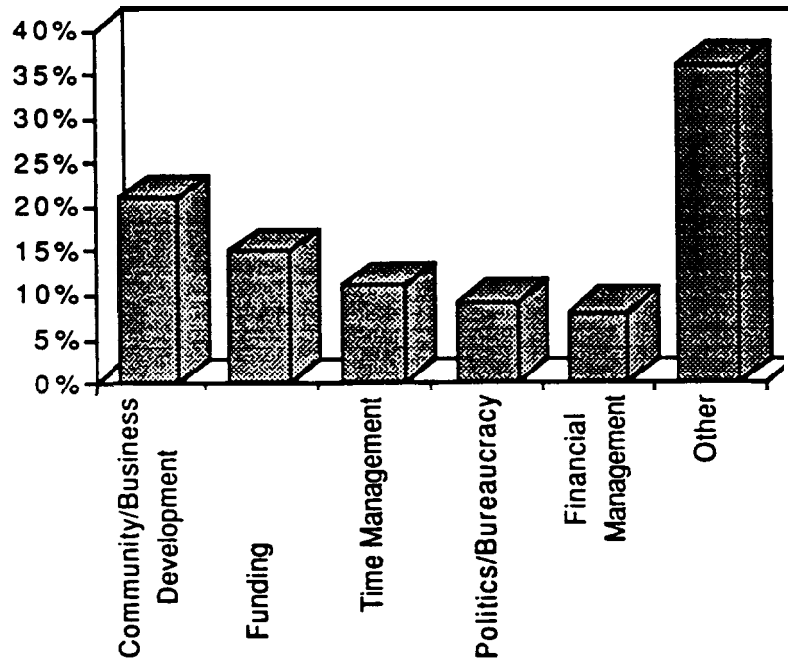
TYPE OF ORGANIZATION



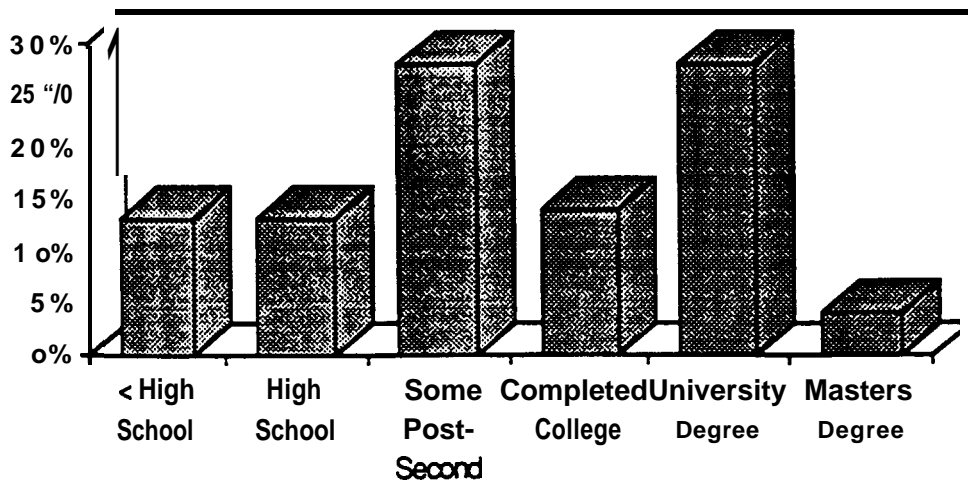
NUMBER OF LEVELS BETWEEN EDO AND GOVERNING BODY



ISSUES FACING EDOS



EDUCATION OF EDOS



PART: ONE

**TRAINING NEEDS ANALYSIS
OF
ECONOMIC DEVELOPMENT OFFICERS**

PRICE WATERHOUSE REPORT

1.0 Background

Leaders of Aboriginal communities must contend with a variety of economic and social issues while at the same time providing a viable future for community members. They need to have a vision of what their community can achieve and integrated economic and human resource development strategies to realize that vision. They must balance social, cultural and spiritual, political and organizational development with the economic development of their communities.

One of the key players in the development of the community is the economic development officer (EDO). At the strategic level, EDOS must continually plan and think about ways to develop the economic capacity of their communities. They must have a clear understanding of the environments in which they work (i. e., the community and its human and other resources, government policy, business) in order to be effective in providing advice and direction to community leaders. At the individual level, EDOS must work with the people in their communities to encourage business and skill development. All this must occur while balancing the traditional culture and spiritual needs of the community. Thus, an EDO requires a broad range of skills to analyze the current situation, assess the community's potential, and design and effect a strategy to support and increase community well being.

In addition to a demanding community environment, the political environment in which the EDO works can be unstable. The EDO may report to the band manager or governing organization. (In many instances the EDO is the band manager.) Community governments are generally elected for a two-year term (as outlined in the Indian Act, s.s. 78: the chief and councillors of a band hold office for two years). A change in government often means a change in band management and a change in objectives. The career of the EDO may be short. At the very least, it requires flexibility. Either way, an EDO needs the skills to learn his/her job very quickly and to achieve immediate results.

There are approximately 300 Economic Development Officers in Canada. While each EDO faces a set of challenges unique to his or her community, they also faces many common challenges. Recognizing the need to consult with each other, a group of EDOS

established the Council for the Advancement of Native Development Officers (CANDO).

CANDO is a non-profit organization devoted to the promotion of economic development through the support of EDOS in Native communities across Canada. The founding members envisaged it as an organization which would help its members to perform effectively at the local level by

The mission of CANDO is . . . “TO actively promote and provide professional development and networking opportunities for economic developers working to strengthen Native economies across Canada.”

increasing their skills and abilities. The primary vehicles CANDO utilizes to achieve its mission are communication, networking and training. Through these means, EDOS have the opportunity to improve their skills and knowledge in economic development. In turn, EDOS will be better equipped to meet the requirements of their communities. (Please refer to Appendix 1 for more background on CANDO.)

To this end, CANDO approached the Royal Commission on Aboriginal Peoples to fund an analysis of the training needs of native community EDOs. A survey was determined to be the best approach for the study, and Price Waterhouse was contracted to design and conduct the survey. A national Education and Training Task Force was established by CANDO to work with Price Waterhouse in the design and development of the questionnaire and the analysis and interpretation of the results, and in developing the conclusions. (Please refer to Appendix 2 for a list of Task Force members.)

2.0 Objectives and Methodology

In this section, we describe the objectives of the project, highlight the approach taken to conduct the project and report the response rate to the survey.

2.1 Objectives

The overall objective of the survey was to determine the training needs of EDOs. The survey also explored EDO's interest in an accredited program for EDOs. The information obtained will assist CANDO in designing a training program for EDOS and in determining the organization's role in such a program.

2.2 Methodology

The approach we took in developing the questionnaire was highly participatory. We drew on the knowledge, expertise and experience of a variety of individuals. The design and development of the questionnaire was directed by a task force composed of representatives from the CANDO executive, educational institutions, Aboriginal associations and EDOs. Their input and guidance was invaluable.

In addition, we consulted a group of EDOS in a focus group forum and pre-tested the questionnaire with other EDOS in telephone interviews. More detail on our approach is provided in the following sections.

2.2.1 Approach

This assignment was conducted in three broad phases. In Phase 1, we designed and developed the questionnaire in consultation with the Task force. In addition, we conducted a focus group with EDOS in the Edmonton area to determine the response categories for the questions posed in the questionnaire. We then pre-tested the questionnaire by telephone and the questionnaire was finalized based on the feedback from the pre-test. The participants for the pre-test were chosen at random from the list

of EDOS provided by CAN DO. We also translated the questionnaire into French for the benefit of respondents in Quebec and New Brunswick.

In Phase 2, we conducted the telephone survey. We used our National Survey Centre, located in our Ottawa office, to conduct the telephone survey. Interviews were conducted in English and French, based on respondents' language of choice. We hired three Aboriginal interviewers to complement our Survey Centre staff.

As the telephone interviews were conducted, interviewers entered responses directly to the computer-assisted telephone interview system. Once the interviews were complete, the data were cleaned and downloaded for analysis by Statistical Package for the Social Sciences (SPSS).

In the final phase of the project, the results were analyzed, interpreted and synthesized, and the report was prepared.

2.2.2 About the database

The database for the survey was developed from a variety of sources, including regional lists of Economic Development Officers supplied by the Department of Indian Affairs and Northern Development and CANDO's inventory. A separate contract was let with a consultant to develop the database. The consultant compared the various lists and, where there were discrepancies in the names, called to verify.

The database provided to Price Waterhouse consisted of 383 names. We called every telephone number on the list. As the survey progressed, we updated the list. Numerous telephone numbers were not in service; and in some cases, the names in the database were not EDOs. In cases where the EDO had changed, we asked for the name of the current EDO. The current database contains 331 names. Of those, 36 "were not available for the duration of the study" and 25 "declined to participate."

2.2.3 Response rate

In all, we interviewed 165 EDOS for a response rate of 50 percent. Response rate by region is provided in Table 1, following.

Table 1: Response Rate by Region

Responses	Atlantic	Quebec	Ontario	Prairies	Pacific
Valid Numbers	32	40	97	81	61
Completed Interviews	16	15	56	46	32
Response Rate	50%	38%	58%	57%	52%

2.2.4 Statistical significance

The principle modes of analysis were frequencies and cross tabulations. The significance of relationships between variables was assessed at a level of $p \leq .05$, that is, a statistical significance of less than .05 indicates a relationship between two variables.

3.0 Findings

In this section, we discuss the findings from our analysis of the survey. A copy of the questionnaire is attached in Appendix 3. Response rates by question are provided in Appendix 4,

3.1 Key Findings

Our analysis of the survey results identified gaps in both knowledge and skills of current EDOs. A gap was considered to exist if the knowledge or skill in question was rated by EDOS to be very important in their job, and if EDOS perceived that they had insufficient knowledge or skill in that area.

Respondents were more likely to report that they had sufficient **knowledge** about the culture of their communities and government programs and **agencies** than about the economic and business information required to implement economic development plans. The major knowledge gaps occur in:

- environmental legislation;
- business corporations acts;
- sources of capital for funding businesses;
- economic development in other Native communities;
- sources of labour market information;
- economic theory and principles;
- business taxation; and
- land and natural resource management.

Similarly, respondents reported less sufficiency in those skills related to implementing economic development plans. The major skill gaps occur in:

- making presentations;

- assessing economic/business opportunities and plans;
- developing plans;
- developing economic theory;
- motivating and supporting businesses;
- facilitating cultural expression;
- training; and
- managing natural resources.

Some of the gaps in knowledge and skills are related to gender, education and whether the respondent was Native or non-Native.

There is overwhelming support for a special training program for economic development officers to Native communities. Eighty-four percent of respondents agreed that a training program designed for Native community EDOs would be valuable to them in their jobs. Moreover, there is a strong desire for an accredited program. Respondents expressed a preference for a modular approach to training and for training provided by a Native training institution.

3.2 The Community Environment

- ✓ Generally, respondents serve relatively small communities. **Communities tend to be easily accessible.** Employment in the communities **tends** to be low.
- ✓ Government is the primary employer in most communities. Tourism and small business were named most often as providing the greatest potential for future **employment**.
- ✓ Most communities have plans for community development (e.g., economic, capital, community development). Where those plans are in place, the vast majority are being used.

3.2.1 Size and accessibility of communities

The majority of respondents serve relatively small communities. In fact, only a small proportion, less than five percent, serve communities with a population of more than 5,000 people. Please refer to Figure 1. About 2/3 of respondents indicated their clients live both on and off reserve.

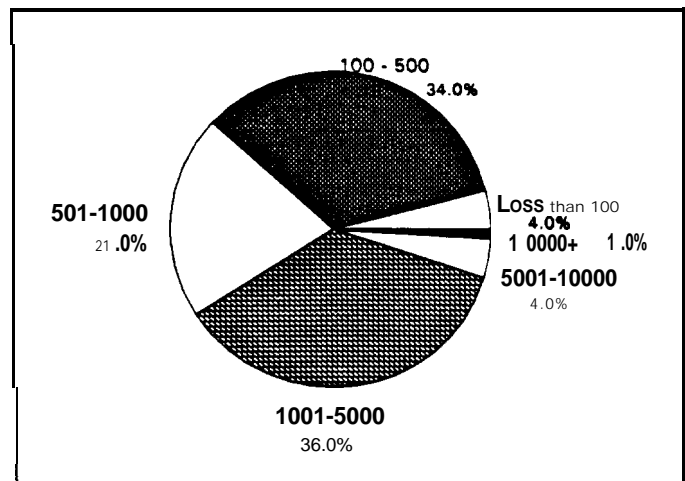


Figure 1: Community Population

The 165 respondents serve a total of 491 communities. However,

the majority of respondents (73 percent) serve only one community. Of those who are responsible for more than one community:

- the average number of communities they serve is eight;
- about 50 percent serve two to five communities while 25 percent serve 10 or more.

About 70 percent of EDOS serve communities that could be described as easily accessible.

Accessibility was defined according to the means by which one could access a community.¹ Please refer

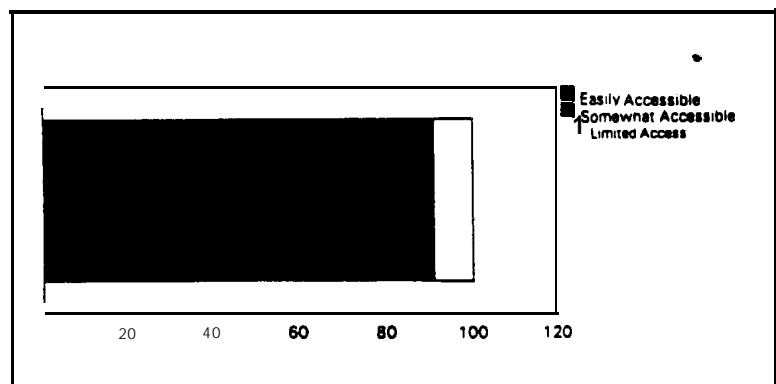


Figure 2: Community Accessibility

1

Those communities that could not be accessed by either a paved or unpaved road are described as "limited access." Communities that are accessed by a paved or unpaved road only or an unpaved road and any other means (e.g., rail, air, water) are described as "moderately accessible," while those communities that can be accessed by a paved road and any other means are described as

to Figure 2.

3.2.2 Employment and employers

Employment in the communities tends to be relatively low. Only 19 percent of respondents reported a full-time employment rate of more than 50 percent in their communities. Most respondents reported a full-time employment rate of 10 to 35 percent. Part-time employment also appears to be low. Please refer to Figure 3.

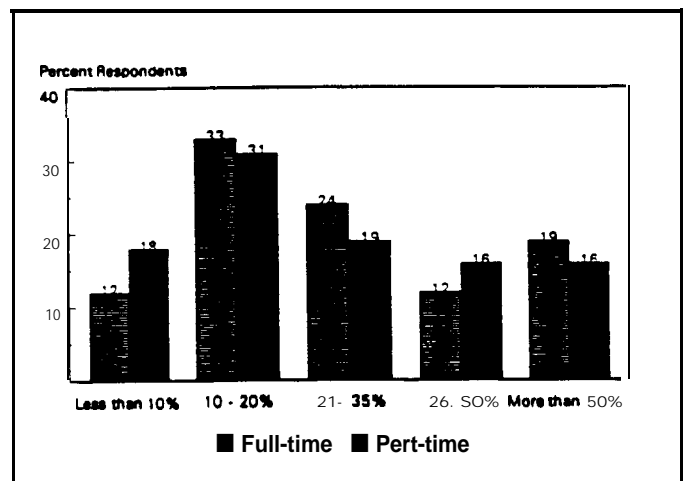


Figure 3: Employment in the Communities

In the majority of cases, government was reported as being a primary employer in the communities. After government, traditional industries (e.g., fishing, hunting, trapping, agriculture, arts and crafts) were named most often. Please refer to Figure 4.

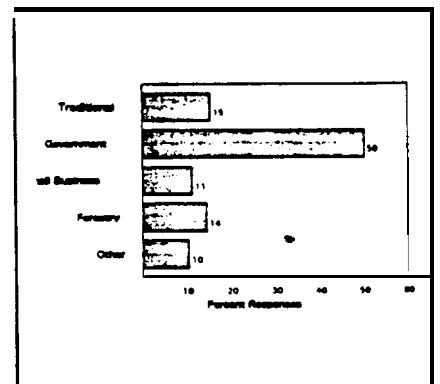


Figure 4: Primary Employers

In those communities where tourism, manufacturing, oil and gas and forestry were reported to be major employers, 72 percent of respondents indicated that these industries had an overall positive social impact on the community. Only six percent reported a negative impact, and the remainder reported no impact. About 50 percent of respondents indicated that these industries had spurred the development of spin-off businesses.

Referring to Figure 5, tourism and small business were named in 50 percent of cases as providing the greatest potential for future employment in the communities. Traditional

“easily accessed. ”

industries were thought to continue to hold future employment opportunities. However, compared to present employment, there was a strong indication that primary industries (e.g., oil and gas, mining and forestry) offered potential. This capacity is a promising finding for those companies wishing to do business with Aboriginal communities.

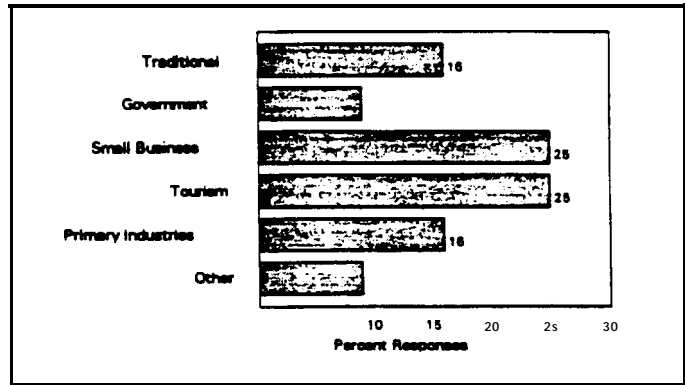


Figure 5: Potential employers

3.2.3 Community plans

About two-thirds of respondents indicated that their communities have current community profiles, economic development plans, community development plans and capital plans. Fewer reported that they have human resource development, natural resource management and land use plans. It is encouraging to note that the vast majority of those who reported current plans indicated that the plans were being used.

3.3 The Organizational Environment

- ✓ EDOS most often work for band or tribal councils, and there is usually one level between them and the governing body.
- ✓ EDOS are not likely to have other EDOS reporting to them.
- ✓ EDOS generally work as full-time **EDOs**, though their role is often combined with other related areas such as community and business development.

3.3.1 Organizational structure

Nearly 70 percent of respondents work for bands. The remainder work for settlements, district chiefs, tribal councils, development corporations and Aboriginal businesses.

Only 30 percent report directly to the governing body. Another 60 percent have one or two people between them and the governing body.

EDOS are more likely to work independently, that is, the majority of EDOS do not have other EDOS reporting to them. Where they do, there are generally one or two EDOS reporting to them. Only in a small proportion of cases do EDOS have more than five EDOS reporting to them.

3.3.2 The role of the EDO

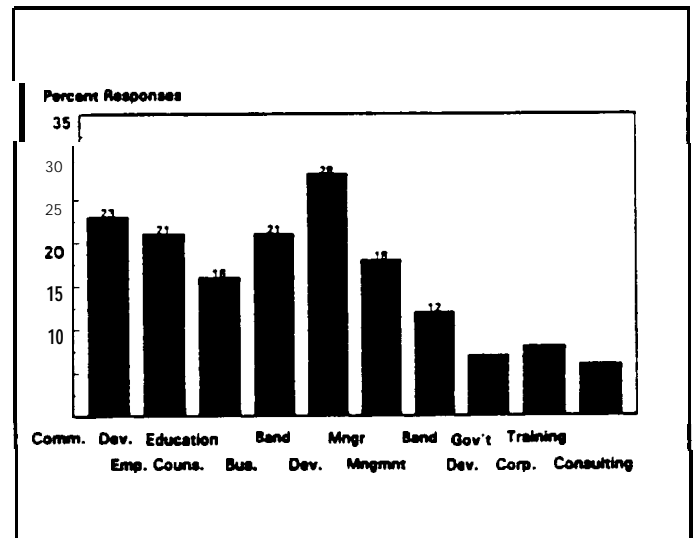


Figure 6: Other Roles of EDOs-

Seventy-nine percent of respondents described their role as EDO as full-time. However, economic development is generally not their sole responsibility. In fact, 76 percent of respondents reported they work in other areas as well, particularly community development, employment counseling, business development and band management. Please refer to Figure 6. Fewer claimed education counseling as part of their role. This result is not surprising as more than 75 percent of respondents indicated that there are education counselors in their communities.

EDOS spend their time assisting people who come to them for advice, evaluating business plans and preparing proposals and applications for funding. The degree to which EDOS perform these activities varies. Referring to Figure 7, 53 percent of respondents reported that, on average, more than 11 people seek their advice or assistance in a month. About 25 percent of respondents reported that they evaluate between five and 25 business plans per month and 44 percent reported that they prepare more than five proposals or applications for funding per month.

3.4 A Demographic Profile of EDOS

- ✓ Respondents generally have between one and five years of experience as an EDO and have been in their current jobs for between one and three years.
- ✓ Respondents are generally well-educated, with almost half reporting that they have completed college or university. A greater proportion of non-Native respondents have completed post-secondary education compared to Native respondents.
- ✓ The majority of respondents are Native males between 35 and 44 years of age.
- ✓ English is the working language of 88 percent of respondents.

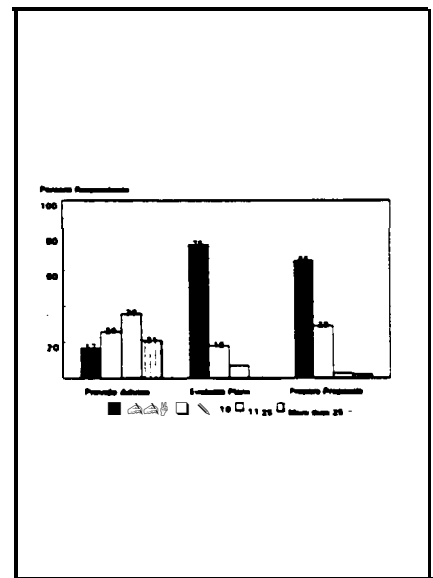


Figure 7: EDO's Time Allocations

Generally, respondents have between one and five years of experience as EDOs. Twenty-two percent have been in their jobs for one year or less and 36 percent have been in their jobs for between one and three years. Just over one-third have more than five years of experience. The relative inexperience may be a reflection of band council dynamics as outlined in the background to the report.

About three-quarters of respondents have some post-secondary education. Forty-six percent of respondents reported that they have completed college or university. The majority of those who have completed post-secondary education have taken programs in business.

There was a significant difference in level of education between Native and non-Native respondents. Referring to Table 2, 74 percent of non-Native respondents reported they had completed college or university compared to 39 percent of Natives. Level of education affects the perceived sufficiency of knowledge and skill requirements.

Table 2: **Level of Education by Native versus non-Native**

Education Status	High School or Less	Some Post-secondary	Completed Post-secondary	Total Response
Native	31%	30%	39%	100%
non-Native	12%	14%	74%	100%

Twenty-one percent of respondents reported that they have a professional designation. Approximately one-quarter of those have a designation in economic development.

The majority of respondents are Native. Specifically:

- 49 percent are status;
- 21 percent are treaty;
- 6 percent are non-status; and
- 3 percent are Métis.

Twenty-nine percent of respondents are non-Native. None of the respondents are Inuit

or Innu.

English is the primary working language of 88 percent of respondents. Only seven percent reported a Native language to be their primary working language.

Few respondents are under 25 years of age. In fact, 31 percent are between 25 and 34 years of age and 47 percent are between 35 and 44 years of age. The remainder are over 45 years of age. Please refer to Figure 8.

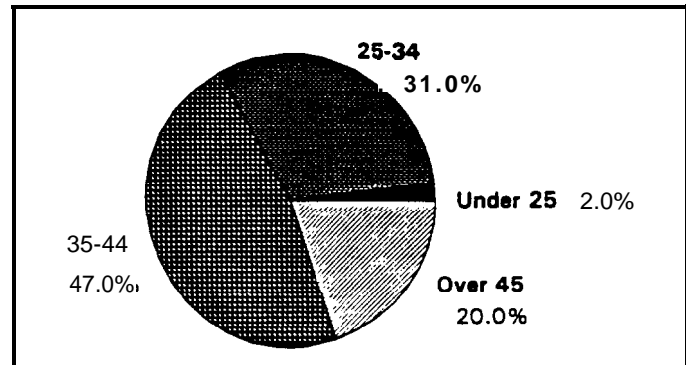


Figure 8: Respondents by Age

Thus, it would appear that EDO's tend to begin their careers at a rather late age.

Seventy-eight percent of respondents are male. Eighty-nine and 87 percent of respondents, respectively, reported that gender did not limit training or career opportunities.

3.5 Knowledge and Skill Requirements of EDOS

- ✓ Respondents were more likely to report they have sufficient knowledge about items relating to their communities and government than they do about the **business** and **economic** aspects of economic development.
- ✓ Similarly, respondents were less likely to **indicate** sufficiency in the skills required to bring about economic development.
- ✓ There were some differences in **responses** by gender, education and whether the respondent was non-Native or Native.

Through the process of designing the questionnaire, the Task force developed a comprehensive list of knowledge and skill requirements for EDOs. These requirements were based on the experience of members of the Task force as EDOS and other leaders

in Native communities.

Task Force members defined the following knowledge and skill requirements for EDOS as necessary to perform their jobs:

Table 3: Knowledge and Skill Requirements

Knowledge Requirements	Skill Requirements
<ul style="list-style-type: none"> . the Indian Act ● environmental legislation . business corporations acts . government funding programs ● government training programs ● sources of capital for businesses ● economic development activities of surrounding communities ● sources of labour market information ● education and training providers ● theory and principles . business taxation . home-based businesses ● values and cultures of your community ● industries in your area ● government agencies in your community ● other support agencies ● economic development activities of other Native communities . land and natural resource management 	<ul style="list-style-type: none"> ● communicating in writing . communicating verbally ● conducting research ● making presentations and speeches ● managing financial resources ● managing people ● identifying economic opportunities . assessing the feasibility of economic/business opportunities and plans . developing plans, e.g., business, economic . developing economic policies ● motivating and supporting businesses ● negotiating ● facilitating groups ● project management ● networking with people” ● counseling people ● organization development ● facilitating cultural expression ● training people ● managing natural resources

The knowledge and skill requirements of EDOS were analyzed using a statistical technique known as factor analysis. This technique allows information to be grouped and analyzed in meaningful clusters. It analyzes the internal structure of a set of variables to identify any underlying constructs. Although we have a set of different variables measuring different things, subsets of these variables may be measuring more general principles. The factor analysis grouped the skill and knowledge requirements according

to their underlying constructs into more general conceptual groupings. These “factors” were then named to correspond to the subsets of variables which they represent. The results are discussed in the following sections.

3.5.1 Knowledge requirements

For the purposes of this study, knowledge is defined as the theoretical or practical understanding of information and principles. Respondents were asked to indicate how important they thought each knowledge item was to their jobs and whether or not they believed they had sufficient level of knowledge in each area to perform their jobs.

In general, respondents agreed that all the knowledge items were important in their jobs. However, some knowledge items were more likely to be considered by EDOS as very important to their jobs than others. For example, respondents were most likely to report that knowledge of government funding programs, sources of capital and community culture and values are very important to their jobs compared to knowledge of environmental legislation, economic development in other Native communities, business corporations acts, the Indian Act and economic theories and principles.

Overall, 58 percent of respondents reported that they had sufficient knowledge in the various areas. Closer examination of the responses reveals that respondents are more likely to report insufficient levels of knowledge about items related to the business and economic aspects of economic development than about their communities and government support programs.

The factor analysis grouped the knowledge items into four categories, which we named government support, community issues, business tools/theory and external information.

- Government support includes government funding programs, government training programs, government agencies in the community and other support agencies.
- Community issues includes land and natural resource management, economic development opportunities in other Native communities, economic development in surrounding communities, community culture and values, industries in the area and the Indian Act.

- **Business theory and tools** includes business corporations acts, sources of capital, economic theory and principles, business taxation and home-based businesses.
- **External information** includes environmental legislation, sources of labour market information and education and training programs.

Table 4 groups the knowledge items by factor. It shows the proportion of respondents who reported that a knowledge item was very important and the proportion who reported that they had insufficient knowledge in those areas, Shaded rows indicate a significant knowledge gap, that is, areas where the majority of respondents reported that the item was very important but that they had relatively insufficient knowledge of that item.

Gaps in knowledge tend to be concentrated in areas related to business theory and tools and external information. More than 50 percent of respondents reported they have insufficient **knowledge of three items** related to business theory and tools and **two items** related to **external information**; yet, **more than 60** percent of respondents rated those same items are very important to their jobs.

Table 4: Importance and Level of Knowledge

Knowledge Item	Very important (%)	Insufficient Knowledge (%)
Government Support:		
Government funding programs	94	26
Government training programs	77	37
Government agencies in the community	69	22
Other support agencies	71	26
Community Issues:		
land and natural resource management	81	46
Economic development in other Native communities	62	50
Economic development in surrounding communities	68	43
Community culture and values	89	24
Industries in the area	75	30
Indian Act	56	35

Business Theory/Tools:		
Knowledge Item	Very Important (%)	insufficient Knowledge (%)
Business corporations acts	62	52
Sources of capital	91	40
Economic theory and principles	65	51
Business taxation	68	55
Home. based businesses	70	32
External Information		
Environmental legislation	62	66
Sources of labour market information	66	51
Education and training programs	62	41

3.5.2 Response differences

In some cases, the importance of the various knowledge items and the level of sufficiency of knowledge differed **by** gender, education and whether the respondent **was Native or not**.

Women were more likely than men to report insufficient skills and knowledge in the following areas:

- 34 **percent** of females compared to 54 percent of males indicated they had" sufficient knowledge of economic **theory** and principles; and
- 24 percent of females compared to 55 percent of males reported **they** had sufficient knowledge of business corporations acts.

In several cases, there were **significant** differences between how important Native EDOS and non-Native EDOS rated knowledge items. Please refer to the following tables.

Table 5: Knowledge of Indian Act	Very Important	Somewhat Important	Not Important
Native	64%	34%	2%
Non-Native	29%	54%	17%

Table 6: Knowledge of Sources of Capital for Businesses	Very Important	Somewhat Important	Not Important
Native	94%	4%	2%
NonNative	80%	17%	3%

Table 7: Knowledge of Business Taxation	Very important	Somewhat Important	Not Important
Native	73%	17%	10%
Nonnative	50%	38%	12%

Table B: Knowledge of Environment Legislation	Very Important	Somewhat Important	Not Important
Native	69%	26%	5%
Non-Native	37%	51%	12%

Table 9: Knowledge of Labour Market Information	Very Important	Somewhat Important	Not Important
Native	74%	24%	2%
Non-Native	33%	40%	27%

While Native respondents tended to place greater importance on many knowledge items compared to non-Native respondents, they tended to be less confident about the sufficiency of their knowledge in a number of areas. Please refer to Table 10. The response differences may be due to of educational differences or may be cultural; that

is, non-Native respondents generally may be more likely than Native respondents to report that they are knowledgeable.

Table 10: Sufficient Knowledge in . . .	Native (%)	Non-Native (%)
Government Support:		
Government training programs	59	79
Other support agencies	70	90
Community Issues:		
Land and natural resource management	50	71
Industries in the area	65	88
Business Theory/Tools:		
Business corporations acts	40	77
Sources of capital for businesses	56	76
Economic theory and principles	42	76
External Information:		
Environmental legislation	29	50
Sources of labour market information	44	67

On the other hand, 80 percent of Native versus 63 percent on non-Native respondents reported that they had sufficient knowledge of the culture and values of their communities.

For some knowledge items, there was a relationship between the level of education of respondents and their level of knowledge. However, the differences were not concentrated in any particular factor. Respondents with a higher level of education were more likely to report that they had sufficient knowledge of the following items:

Table 11: Knowledge of Government Training Programs	Sufficient Knowledge (Ye)	Insufficient Knowledge (%)
Less than high school	27	73
Completed high school	62	38
Some university/college	62	38
Completed university/college	75	25

Table 12: Knowledge of Economic Development in Surrounding Communities	Sufficient Knowledge (%)	Insufficient Knowledge (Ye)
Less than high school	32	68
Completed high school	50	50
Some university/college	46	54
Completed university/college	73	27

Table 13: Knowledge of Economic Theory and Principles	Sufficient Knowledge (%)	Insufficient Knowledge (Ye)
Less than high school	18	82
Completed high school	15	85
Some university/college	44	56
Completed university/college	71	26

Table 14: Knowledge Business Taxation	Sufficient Knowledge (Ye)	Insufficient Knowledge (%)
Less than high school	5	95
Completed high school	50	50
Some university /college	42	58
Completed university /college	57	43

There was a significant difference in responses by **region of residence in one area of knowledge, that of business corporations acts. Please refer to Table 15. Respondents from the Prairies were more likely to report they had sufficient knowledge in this area than other respondents.**

Table 15: Knowledge of Business Corporation Acts	Sufficient (%)	insufficient (%)
British Columbia /Yukon	44	46
Prairies (including the Northwest Territories]	73	27
Ontario	30	70
Quebec	54	46
Atlantic	43	57

There were no significant differences in responses in either importance of knowledge items or level of knowledge by age of respondent, of experience as an EDO, size or accessibility of the community.

3.5.3 Skill requirements

For the purposes of this study, a skill is defined as the ability to apply knowledge appropriately to complete an activity. Respondents were asked to indicate how important they thought each skill was to their jobs and whether or not they believed they had sufficient level of skill in each area to perform their jobs.

The vast majority of respondents thought that all the skills described in the questionnaire were very important to their job. Overall, 63 percent of respondents reported that they had sufficient levels of skill in the various areas.

The factor analysis organized the skills into four categories which we named economic/community development skills, economic/community planning skills, management skills and communication skills.

- Economic/community development skills includes developing economic policy, motivating and supporting businesses, facilitating cultural expression, making presentations, conducting research, facilitating groups, counseling people and developing your organization.
- Economic/community planning skills includes assessing economic/business opportunities and plans, developing plans, identifying economic opportunities and negotiating.
- Management skills includes training, managing natural resources, managing financial resources, managing people and project management.
- Communications skills includes communicating in writing, verbal communication and networking.

Table 16 groups the skills by factor. It shows the proportion of respondents who reported that a skill was very important and the proportion who reported that they had insufficient skill in those areas. Shaded rows indicate a significant skill gap, that is, areas where the majority of respondents reported that the skill was very important but that they had relatively insufficient skill in that area.

Overall, respondents were most likely to indicate sufficiency in communication skills and least likely to report that they had sufficient skills in the area of economic/community development. The largest skill gap was in developing economic policy. While 80 percent of respondents indicated that this skill was very important in performing their jobs, more than 50 percent reported that they had insufficient skill in this area. In addition, respondents were less confident about their skills in managing natural resources, training and assessing economic/business opportunities and plans.

Table 16: Importance and Level of Skill

Skill	Very Important (%)	insufficient Skill Level (%)
Economic/Community Development Skills:		
Developing economic policy	80	54
Motivating and supporting businesses	82	42
Facilitating cultural expression	64	55
Making presentations	84	40
Conducting research	82	29
Facilitating groups	73	36
Counseling people	82	29
Developing your organization	87	35
Skill	Very Important (%)	Insufficient Skill Level (%)
Economic/Community Planning Skills:		
Assess economic/business opportunities and plans	92	49
Developing plans	93	40
Identifying economic opportunities	91	30
Negotiating	88	34
Management Skills:		
Training	83	52
Managing natural resources	79	62
Managing financial resources	93	28
Managing people	87	28
Project management	81	29
Communications Skills:		
Communicating in writing	97	22
Verbal communication	96	15
Networking	88	25

3.5.4 Response differences

In some cases, the importance of the various skills and the level of sufficiency of skills differed by gender, education and whether the respondent was Native or not.

Male and female respondents differed on three skills:

- 38 percent of females compared to 67 percent of males said they had sufficient skill in making presentations;
- 49 percent of females compared to 76 percent of males reported sufficient skill in identifying economic opportunities; and
- 41 percent of females compared to 66 percent of males indicated they had sufficient skill in **developing** plans.

There were significant differences in the perception of Native and non-Native respondents about the importance of some skills to their jobs as EDOs. Native respondents were more likely to report that the following skills were very important to their jobs compared to non-Native respondents. In all but one case, the skills are in the area of economic/community development.

Table 17: Skill in Developing Economic Policy	Very Important	Somewhat Important	Not Important
Native	84%	13%	3%
Non. Native	64%	30%	6%

Table 18: Skill in Motivating/Supporting Businesses	Very Important	Somewhat Important	Not Important
Native	86%	13%	1%
Non-Native	67%	27%	6%

Table 19: Skill in Making Presentations	Very Important	Somewhat Important	Not Important
Native	87%	12%	1%
Non-Native	71%	17%	12%

Table 20: Skill in Conducting Research	Very Important	Somewhat Important	Not Important
Native	87%	12%	1%
Non-Native	63%	28%	9%

Table 21: Skill in Negotiating	Very Important	Somewhat Important	Not Important
Native	92%	7%	1%
Non-Native	74%	17%	9%

In addition, Non-Native respondents were more likely than Native respondents to report that they had sufficient skills in some areas.

Table 22: Sufficient Skill in . . .	Native (%)	Non-Native (%)
Economic/Community Development Skills:		
Developing economic policy	40	70
Making presentations	55	80
Economic/Community Planing Skills:		
Assessing economic/business opportunities and plans	54	88
Identifying economic opportunities	64	91
Management Skills:		
Managing financial resources	67	91
Communication Skills:		
Communicating in writing	75	91

Level of education also influenced how respondents reported their sufficiency in some skills. Respondents with higher levels of education were more likely to report sufficient skill in the following areas.

Table 23: Skill in Developing Economic Policy	Sufficient Skills ('A)	Insufficient Skills (%)
Less than high school	14	86
Completed high school	36	64
Some university /college	38	62
Completed university/college	64	36

Table 24: Skill in Making Presentations	Sufficient Skills (Ye)	Insufficient Skills (%)
Less than high school	27	73
Completed high school	43	57
Some university/college	67	33
Completed university/college	71	29

Table 25: Skill in Assessing Business/Economic Plans and Opportunities	Sufficient Skills (%)	Insufficient Skills (Ye)
Less than high school	36	64
Completed high school	57	43
Some university/college	48	52
Completed university /college	78	22

Table 26: Skill in Identifying Economic Opportunities	Sufficient Skills (%)	Insufficient Skills (%)
Less than high school	54	46
Completed high school	52	48
Some university/college	56	44
Completed university/college	87	13

Table 27: Skill in Developing Plans	Sufficient Skills (Ye)	Insufficient Skills (%)
Less than high school	32	66
Completed high school	48	52
Some university/college	53	47
Completed university/college	76	23

Table 28: Skill in Managing Financial Resources	Sufficient Skills (%)	Insufficient Skills (Ye)
Less than high school	50	50
Completed high school	67	33
Some university/college	62	38
Completed university/college	85	15

Table 29: Skill in Communicating in Writing	Sufficient Skills (%)	Insufficient Skills (%)
Less than high school	41	59
Completed high school	67	33
Some university/college	77	23
Completed university/college	93	7

Table 30: Skill in Communicating Verbally	Sufficient Skills (Ye)	Insufficient Skills (Ye)
Less than high school	54	46
Completed high school	66	14
Some university/college	84	16
Completed university/college	93	7

There was no significant difference in responses to either importance of skills or level of sufficiency by region in which respondents resided, age of respondent, experience as an EDO, size or accessibility of the community.

3.6 Training

- ✓ Over three-quarters of respondents have attended some job-related training in the past two years.
- ✓ The majority of respondents preferred to attend training during the daytime, to learn with a group of people, and to attend training during the winter.
- ✓ Lack of time is a major factor inhibiting their ability to attend training.
- ✓ Respondents generally agree that current training programs meet their needs.

The majority of respondents have attended some job-related training in the last two years. Thirty-five percent reported that they had more than 25 days of training. Twenty-three percent reported that had not received any training in the last two years. While 53 percent of respondents indicated a preference for training offered in the daytime, 46 percent reported no preference. Although half the respondents expressed a preference for learning in a group, 43 percent indicated that they had no preference between learning in a group and learning on their own. The majority of respondents reported a preference for training during the winter season.

Seventy-three percent of respondents agreed that lack of time contributed to their inability to attend training. Cost of training and family obligations inhibited 60 and 36 percent of respondents, respectively, from attending training.

Almost two-thirds of respondents reported that current training programs met their training needs to some extent, while one-fifth agreed that they met their needs to a great extent.

3.7 Accreditation for EDOS

- ✓ The vast majority of respondents support a special training program for EDOS to Native communities. Of those, most are in favour of an accredited program.
- ✓ Respondents prefer a modular approach for the training program, and that the training be given by a Native training institution.
- ✓ The majority of respondents are willing to spend more than five weeks to take such training.

An overwhelming proportion of respondents, 84 percent, reported that a special training program designed for Native community EDOS would be valuable to them in their jobs. Ninety-five percent of those who favoured a special training program thought that the program should be accredited.

A modular approach to training was preferable to the majority of respondents, 54 percent. Please refer to Figure 9.

In addition, respondents generally preferred that the training be given by a Native training institution. Please refer to Figure 10. Respondents are generally willing to commit their time to the program. Fifty-five percent said they are willing to spend more than five weeks to take such a program.

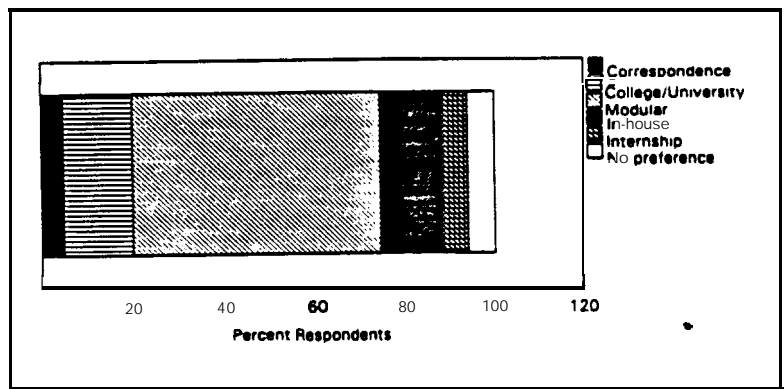


Figure 9: Approach to Training Program

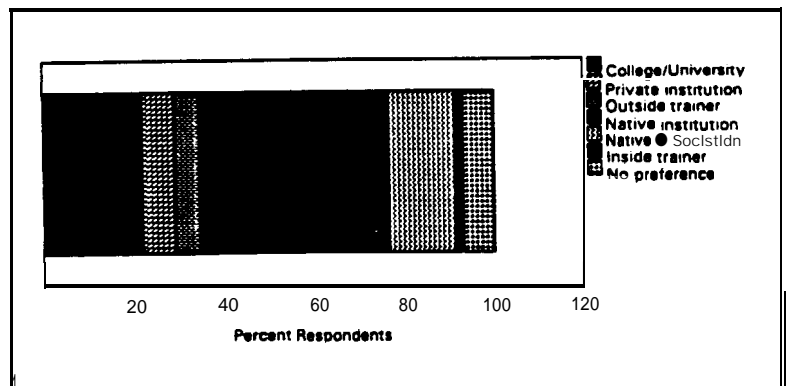


Figure 10: Source of Training

4.0 Conclusions

There is a need for ongoing training and development of Native community EDO's. The results of the survey indicate a gap in skills and knowledge required to perform the work. There is strong support for a special training program for economic development officers to Native communities. The preferences expressed by respondents for a program that is modular in its approach to training and is provided by a Native training institution likely narrow down the choices among existing programs.

Many college and university programs cover various aspects of the knowledge and skill requirements for EDOs. In addition, one community college offers an accredited economic development program that is modular in its approach. Another university offers a certificate program for senior band managers in community, economic and organization development. To meet the needs of EDOs, a program must address the issues that are specific to Native communities. In addition, given the political environment in which EDO's work, a program would have to be concentrated within a relatively short time frame so that participants can implement what they learn quickly.

It would appear that there is a role for CANDO to play in developing and administering such a program.

There are two broad approaches CANDO can take:

- CANDO can design and develop a new training program tailored to meet the needs of Native community EDOs; or
- recognize or recommend specific existing courses/programs.

Under the first approach, CANDO must consider the cost of designing and developing a new program and the extent to which CANDO is recognized as a training institution.

In comparison, the primary consideration under the second approach is the extent to which existing courses and programs address the knowledge and skill requirements of EDOs.

The decision to accredit a program or certify EDOS is a separate issue. Accreditation and certification approaches are usually selected by occupational groups in order to ensure that standards are met by the people working in the sector. Accrediting requires that the courses be measured against an existing set of detailed standards or guidelines. The process is ongoing as standards change over time. The process can be very expensive if COURSES are going to be audited, especially at the outset of a program.

The structure of certification programs depends highly on the group to be certified. As well, the type of certification and the requirements will greatly affect the effectiveness of the program. If the title is not mandatory to gain employment, there would need to be an incentive for people to apply. If certification is mandatory, there has to be a method to recognize qualified people already working in the industry.

The development of occupational standards is represented in Figure 11.

In considering certification, CANDO would need to address several issues, including:

- how to certify existing qualified EDOS;
- recognition and value of the certificate (i. e., to Native community employers, EDOS and employers outside Native communities);
- the difficulties in developing a common certification program; “
- the cost of certifying EDOS;
- the need to certify all workers;
- whether or not people will voluntarily certify; and
- the turnover and stability within the occupation.

If CANDO decides to work with existing courses or programs, there are a couple of options. CANDO could simply determine the courses that an EDO must take to be certified by CANDO and identify the educational institutions that deliver those courses. Thus, anyone who has completed the specified courses from the recognized educational

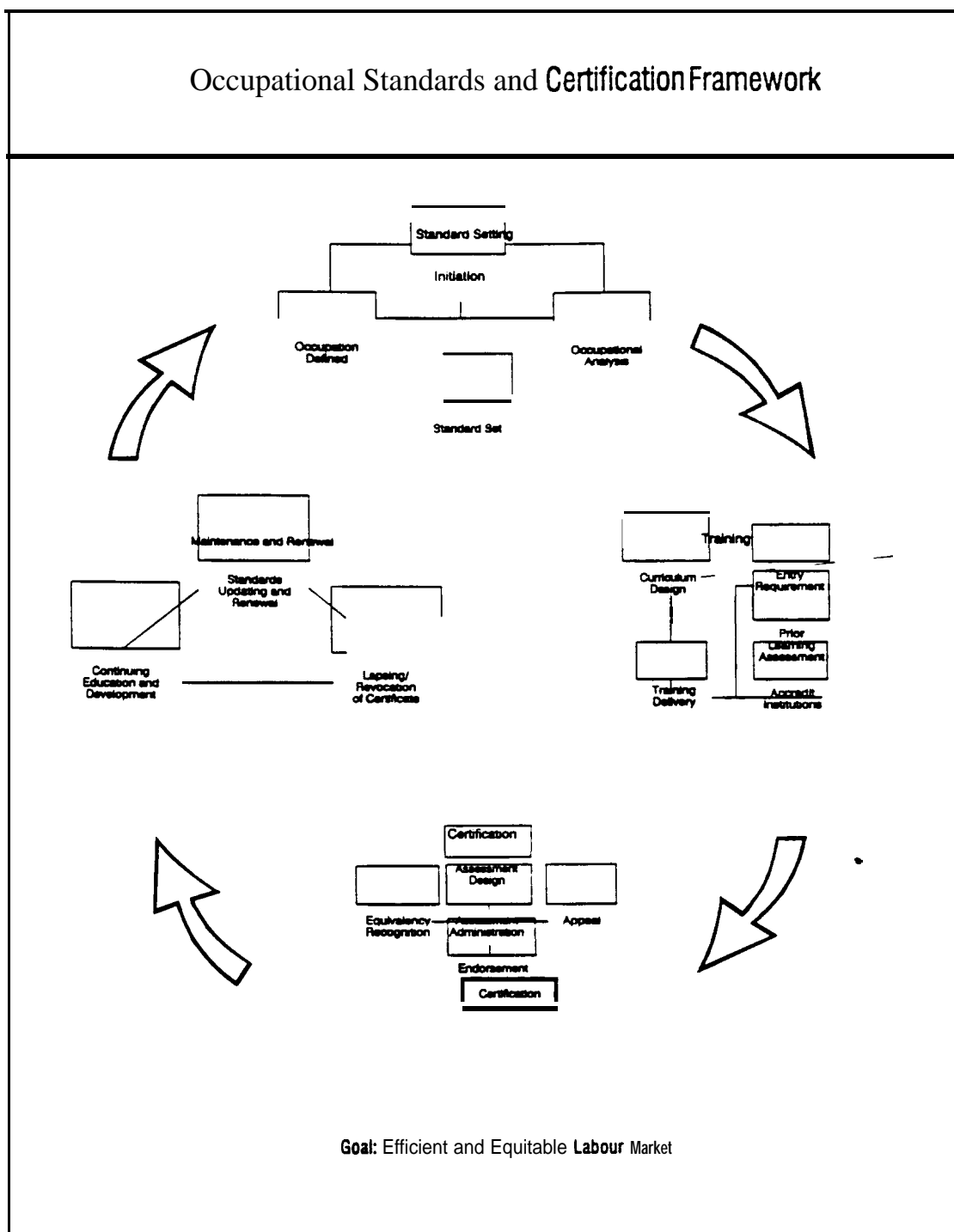


Figure 11: Occupational Standards and Certification Framework

institutions is eligible for certification. On the other hand, CANDO could develop a partnership with a single educational institution to tailor an existing program that CANDO would then accredit.

The key to success will be developing a market for the accreditation. That requires that EDOS place value on the certification and the process, and recognize CANDO as a credible certifying or accrediting body.

This initiative will require the commitment of EDOS and the communities they serve.

PART: TWO

**NATIONAL TASK FORCE ON EDUCATION AND TRAINING
INTERPRETATION AND RECOMMENDATIONS**

1. Introduction

The purpose of this CANDO report is to detail the results and recommendations of a survey of the training needs of Economic Development Officers (EDO's) and to evaluate how educational institutions are responding to these needs. On March 9, 1993 a contribution agreement was signed between the Royal Commission on Aboriginal Peoples (RCAP) and the Assembly of First Nations in collaboration with the Council for the Advancement of Native Development Officers (CANDO). In addition, economic development officers, educators, and sectoral representatives were invited to participate on a Task Force. Universities, Colleges and Native education institutions were canvassed in order to evaluate existing courses and programs for educating and training Native (includes status and non-status Indians, Metis and Inuit peoples) economic developers.

The methodology used by CANDO was to:

- a) establish a task force consisting of Native EDO's and selected academics
- b) engage a reputable consulting firm experienced in designing and conducting specialized survey questionnaires:
- c) plan for and conduct a national survey;
- d) review and analyze the results of the survey with the task force; and
- e) synthesize the findings, prepare a written brief and recommendations based on results obtained from the research and consultation.

Background:

CANDO was federally incorporated as a non-profit association in May 1991 as a member-based organization to support EDO's in Native communities nationwide.

CANDO has five main goals, they are:

1. provide a forum for the membership to exchange ideas, share information and solve problems of mutual concern;
2. build the capacity of EDO's through ongoing training and

3. education; research key economic issues to assist the Native community from a policy development/advocacy perspective;
4. establish an effective management capacity, a capable delivery mechanism and a sound financial and administrative structure to assure that overall objectives are realized and;
5. encourage community-based business development and employment.

In order to achieve these goals CANDO has embarked on several initiatives, including newsletters and bulletins, regional workshops for EDO's, publishing "Mawiom" a national journal for Native economic development practitioners, a national directory of EDO's, a workbook on conducting a human resource development assessment, a facilitators guide to assist in the strategic planning process, a database of reference materials for EDO's, and the Education and Training Reference Manual containing over 150 educational institutions across Canada.

The focus of this report is to synthesize the findings of the Training Manual and the Price Waterhouse report, analyze what programs and gaps exist for Native participants and assess the need for a new national accredited training program for EDO's.

Options were proposed and assessed by the working group for an accredited training program. The recommendations are made based on the results obtained from the Price Waterhouse report, as well as by consultation with the Task Force.

The Task Force is made up of the following people:

Mr. Simon Brascoupé, Carleton University (Chair),
 Ms. Judy Cooko-Whiteduck, Economic development officer (Co-Chair),
 Mr. Darrell Balkwill, Saskatoon District Tribal Council
 Ms. Pat Baxter, Economic Development for Canadian Aboriginal Women
 Mr. Harry Bombay, National Aboriginal

Forestry Association
 Mr. Robert Campbell, Canadian Council
 for Aboriginal Business
 Mr. Howard Carvill, Yukon College
 Mr. Wayne Dunn, Sinaaq Enterprises
 Ms. Rainey Jonasson, University of
 Manitoba
 Mr. Hans Matthews, Canadian Aboriginal
 Minerals Association
 Mr. David Newhouse, Trent University
 Ms. Claire Riddle, Economic Development
 for Canadian Aboriginal Women
 Mr. Ron Ryan, Sinaaq Enterprises
 Mr. Charles Sampson, Walpole Island
 First Nation Band Administration Office
 Mr. Todd Tougas, First Nations Resource
 Council
 Mr. Robin Wortman, CANDO

*A list of the above Task Force member's addresses
 and phone numbers are in Appendix B.*

Professional development is a high priority for CANDO and specific training and education activities that will evolve will provide a basis for members to receive benefits from their membership by developing their capacity to perform more effectively at the community level.

The main goal of CANDO in education and training is to assist in the building of EDO's capacity and setting of benchmark training standards. CANDO has two main objectives within the training and education phase, they are:

1. to develop need specific training that will meet the immediate requirements of Native communities, through either CANDO courses, third party courses or, endorsed courses:
2. to establish an accreditation system that will provide professional standards and training for EDO's.

CANDO plans to meet these objectives in the following manner; for need specific training, they want to establish licensing arrangements with qualified suppliers of business planning and strategic planning in at least five regions in Canada; next they wish to organize enrolment in cooperation with local EDO's and share fees with conductors. They are forecasting a targeted level of activities of ten courses for 1993/1994. In the meantime they are looking to hold a series of six regional workshops that will provide EDO's with specific, practical information topics of importance to them. The topics of importance include market

analysis, joint venturing, pro forma financial statement preparation, and development corporation set-up.

CANDO plans to establish an accreditation system based on the findings of the national EDO training needs assessment and the analysis of the training gaps of existing education. Recommendations have been formulated with the task force to achieve these goals and are in section IV. Training Recommendations: Short and Medium Term.

II. Analysis of the Price Waterhouse Report

The contracting of Price Waterhouse (PW) was done in accordance with the RCAP Contribution Agreement (Section 2, sub-sections 2 and 3). The overall objective of their task was to construct and conduct a national survey. The overall objective of the survey was to determine the training needs of EDO's. Price Waterhouse was also in a position to explore the EDO's interest in an accredited program for EDO's. The information which was obtained will assist CAN DO to design a training program for EDO's and to determine the role of CANDO in such a program.

The methodology used by Price Waterhouse was divided into three phases. In phase one Price Waterhouse designed and developed a questionnaire (see Appendix C for the questionnaire and questionnaire results are in Appendix D) under the direction and guidance of the Task Force which was created in accordance with the Contribution Agreement (Section 2, sub-section 1). They (PW) then conducted a focus group with EDO's in Edmonton to determine the response categories for the questions posed in the questionnaire. The questionnaire was then pre-tested by telephone, and then finalized with the feedback from the pre-test. The participants for the pre-test were chosen at random from the list of EDO's provided by CANDO.

In phase 2 Price Waterhouse conducted the telephone survey. They used their National Survey Centre located in Ottawa. The interviews were conducted in French and English based on respondents language of choice. They (PW) also hired three Native interviewers to compliment the survey centre staff.

As the interviews progressed the Survey Centre staff entered the responses into the computer assisted telephone interview system, they then cleaned and downloaded the data for analysis by the Statistical Package for the Social Sciences (SPSS).

In the third and final phase, Price Waterhouse analyzed, interpreted and synthesized the results, they then prepared their report on the training needs of EDO's.

The data base used by Price Waterhouse was developed using lists of EDO's which were supplied by DIAND and CANDO. The data base started with 353 names and was updated with 331 names of existing EDO's. Of the 331, thirty-six "were not available for the duration of the study" and twenty-five "declined to participate.". In all, Price Waterhouse was successful in interviewing 165 economic development officers, for a response rate of 50%. This sample of 165 EDO's is a very good indication of the consensus of the population.

Before examining the key findings of Price Waterhouse in detail we will first identify the key major knowledge and skill gaps found in the survey. A *knowledge gap* exists when an EDO feels that a *knowledge* item is very important to their job, however, the respondent had relatively *insufficient* knowledge of that item. A *skill gap* exists when an EDO feels that a skill is very important to their job but that they had relatively *insufficient* skill in that area. The major knowledge gaps existed in eight areas (see Table 1). Eight major skill gaps exist as outlined in Table 2.

Table 1 Knowledge Gaps

Knowledge item	% very important to their job	% insufficient knowledge
Environmental legislation	62	66
Business Corporation Acts	62	52
Economic development in other Native communities	62	50
Sources of capita 1	91	40
Sources of labour market information	66	51
Economic theory and principles	65	51
Business taxation	62	55
Land and Natural resource management	81	46

Table 2 Skills Gaps

Skill Areas	% very important to their job	% insufficient skill in that area
Making presentations	84	40
Assessing business/economic opportunities and plans	92	49
Developing plans		
Developing economic theory		
Motivating and supporting businesses	82	42
Facilitating cultural expression	64	55
Managing natural resources	79	62

Price Waterhouse Report:

In the report they found that generally, EDO's had between one and five years of experience in economic development and had been in their current jobs for between one and three years. They were well educated, with approximately 46% reporting they had completed college or university. However, education levels differed between Native and non-Native respondents. A greater proportion of non-Native respondents had completed post-secondary education than Native respondents. The majority of respondents were Native, between 35 and 44 years of age and were male. English was the working language of 88% of respondents.

The respondents were more likely to say that they had sufficient knowledge about the culture of their communities and Government programs and agencies than about the economic business information required to implement economic development plans. Most communities had plans (i.e. economic, capital, community development) for the development of the community, the vast majority of these plans were in use. There were eight areas where major knowledge gaps existed. They were:

- 1) environmental legislation,
- 2) business corporation acts,
- 3) sources of capital for funding businesses,
- 4) economic development in other Native communities,
- 5) sources of labour market information,
- 6) economic theory and principles,
- 7) business taxation, and,

- 8) land and natural resource management.

Respondents also reported that they lacked sufficient skills to adequately implement economic development plans. Once again there were eight areas where major gaps existed. They were:

- 1) making presentations,
- 2) assessing business/economic opportunities and plans,
- 3) developing plans,
- 4) developing economic theory,
- 5) motivating and supporting businesses,
- 6) facilitating cultural expression,
- 7) training and,
- 8) managing natural resources.

According to Price Waterhouse there was overwhelming support for a special training program for EDO's in native communities. There was also a strong desire for an accredited program.

Price Waterhouse then examined the organizational environment of the Economic Development Officers. EDO's worked for a band or tribal council and there was usually only one level between them and the governing body. They found that 70% of the respondents worked for bands and that the remainder worked for settlements, district chiefs, tribal councils, development corporations and Native business. Price Waterhouse also found that 30% of the reporting EDO's reported directly to the governing body and another 60% had one or two people between them and the governing body.

They then looked at the role of the Economic Development Officer. They found that

79% of the EDO's described their job as full-time, however economic development was not their sole responsibility. Seventy-six percent of the respondents said that they did other tasks such as:

- 1) community development,
- 2) employment counseling,
- 3) business development, and
- 4) band management.

For the most part economic development officers spend their time assisting people who come to them for advice, evaluating business plans and preparing proposals and applications for funding. On average more than 11 people sought their advice or assistance in a month. Approximately 25% of the respondents reported that between 5 and 25 business plans were evaluated per month and 44% reported that they prepared more than 5 proposals or applications for funding per month.

EDO Knowledge and Skills:

The next section of this report that will be examined is the knowledge and skill requirements of Economic Development Officers (*the complete Price Waterhouse report on Skill and Knowledge Requirements is in Appendix E*). With respect to knowledge requirements Price Waterhouse found the following: in general, respondents found all of the requirements listed in the survey to be important to their jobs but some requirements were considered to be very important. They gave the following examples, government funding programs, sources of capital, and community culture and values were very important compared to environmental legislation, economic development in other Native communities, business corporation acts, the Indian act, and economic theories and principles. Overall, 58% of the economic development officers reported that they had sufficient knowledge in various areas. However, after closer examination of the results Price Waterhouse found that the respondents were more likely to have sufficient knowledge about their communities and Government support programs and less likely to report sufficient knowledge in items related to the business and economic aspects of economic development.

Price Waterhouse grouped the knowledge requirements into four categories which they named:

- 1) government support, which included government funding

programs, government training programs, government agencies in the community and other support agencies;

- 2) community issues, which included land and natural resource management, economic development opportunities in other Native communities, economic development in surrounding communities, community culture and values. industries in the area and the Indian act;
- 3) business theory and tools which included business corporations act, sources of capital, economic theory and principles, business taxation and home-based businesses; and
- 4) external information which included environmental legislation, sources of labour market information, education and training programs.

Price Waterhouse found the major knowledge gap was in the area of business theory and tools, and external information. They found that more than 50% of the respondents had insufficient knowledge of three items related to business theory and tools, and two items related to external information. It was noted in the report that these same items were very important to the jobs of 60% of the respondents.

Response differences were separated into three main categories: gender, education, and Native/non-Native. Differences by gender generated the following results. Women were more likely to report insufficient knowledge as compared to men about economic theory and principles (34% as compared to 54%). The women also reported less sufficient knowledge about business corporation acts (24% as compared to 55%). Native respondents tended to place greater importance on many knowledge items compared to non-Native respondents, however, the Native respondents tended to be less confident about the sufficiency of their knowledge in a number of areas. According to Price Waterhouse these differences may be due to educational or cultural differences. They also found that 80% of Native respondents compared to 63% of non-Native respondents reported they had sufficient knowledge of culture and values of their communities. Respondents with higher

education were more likely to report sufficient knowledge in government training programs, economic development in surrounding communities, economic theories and principles, and business taxation.

The other issue of concern is the skill requirements of the EDO's. The majority of respondents thought that all the skills described in the survey were important to their jobs. Overall 63% of the respondents said that they had sufficient skills in various areas. Once again Price Waterhouse organized the skill requirements into four groups which they named:

- 1) **economic/community development skills** which included developing economic policy, motivating and supporting businesses, facilitating cultural expression, making presentations, conducting research, facilitating groups, counseling people, and developing your organization;
- 2) **economic/community planning skills** which included assessing economic/business opportunities and plans, developing plans, identifying economic opportunities, and negotiating;
- 3) **management skills** which included, training, managing natural resources, managing financial resources, managing people, and managing projects; and
- 4) **communication skills** which included the following: communicating in writing, verbal communication, and networking.

Overall, respondents were most likely to indicate sufficiency in communication skills and less likely to report sufficiency in the area of economic/community development. The largest gap existed in the developing of economic policy. Eighty percent of the respondents felt that this was very important to their jobs, however, more than 50% of the respondents said they had insufficient skills in this area. They (respondents) also felt that they had insufficient skills in managing natural resources, training and assessing economic/business opportunities and plans.

The differences in responses were once again categorized by gender, education, and

Native/non-Native. Male and female respondents differed on three skills

- 1) making presentations, 38% of females compared to 67% of males had sufficient skills;
- 2) identifying economic opportunities, 49% of females compared to 76% of males reported sufficient skills; and
- 3) developing plans, 41% of females compared to 66% of males reported sufficient skills.

There were significant differences in the perception of Native and non-Native respondents about the importance of some skills to their jobs as EDO's. Native respondents were more likely to report the following skills were very important to their jobs;

- 1) developing economic policy,
- 2) motivating/supporting businesses,
- 3) making presentations,
- 4) conducting research, and
- 5) negotiating.

The non-Native respondents were more likely to report sufficient skills in the following areas;

- 1) economic/community development skills,
- 2) economic/community planning skills,
- 3) management skills, and
- 4) communication skills.

The level of education of the respondents made a difference as well, the respondents with higher education reported sufficient skills in the following areas:

- 1) developing economic policy,
- 2) making presentations,
- 3) assessing economic/business plans and opportunities,
- 4) identifying economic opportunities,
- 5) developing plans,
- 6) managing financial resources, and
- 7) communicating both written and verbal.

Training and Accreditation:

Price Waterhouse reported that the majority of respondents had attended some job related training in the past two years. Approximately 35% of the respondents had gone

for more than 25 days of training, 23% of the respondents said no training whatsoever in the past two years. Some of the main reasons for not being able to attend training sessions were; lack of time (73% reported this to be a reason), cost of training and family obligations (60 and 36% respective y). Approximately 2/3 of the respondents repined that the current training programs met their needs to some extent, and only 1/5 said the programs met their needs to a great extent.

An overwhelming proportion of the respondents, 64%, reported that a special training program designed for Native community EDO's would be valuable to them in their jobs. Ninety-five percent were in favour of accrediting the programs and 54% of respondents were in favour of a modular approach to training and the 54% stated that the training should be given by a Native training restitution. The responding EDO's were willing to take the time to go to a program and 55% of the respondents said they are willing to spend more than 5 weeks to take such a program.

III Analysis of Education and Training Manual

The Council for the Advancement of Native Development Officers (CANDO) canvassed universities, colleges and native educational institutions in order to evaluate existing courses and programs for educating and training of Native economic developers. This was done in accordance with the Contribution Agreement Section 2.

In 1991 CANDO was funded by Employment and Immigration Canada's "Pathways to Success Program" National Aboriginal Management Board, to conduct phase one of the Identification, Facilitation, Evaluation and Employment (I. F. E. E.) project. The goals of the first phase were simple: to conduct a needs assessment of native EDO's to discover what skills, knowledge or training were most appropriate to their circumstances, and then to compile a National inventory of courses of study, seminars or other forms of training available to or applicable to Native EDO's.

The 1993 Education and Training Reference Manual represents the second phase of the project. It is the first of what is intended to become an annual series, and includes complete program information from over 150 institutions. The manual is directed primarily towards Native EDO's, students, and prospective students. The publication is a major achievement for CANDO and will be a valuable tool for those interested in continuing their education.

Having conducted the needs assessment and compiling the manual, CANDO will continue its work developing and improving courses and seminars, by conducting workshops for native EDO'S, and through its other publications and member services.

The Education and Training Reference Manual is a comprehensive guide to business, economics, and development programs at the post-secondary institution level across Canada. If you will recall, it is designed primarily for use by Native EDO'S who are interested in furthering their education. There are almost three hundred separate post-secondary programs listed in the manual. Programs are categorized by regions: Atlantic, Central, North and Prairies, and Pacific. Within each region, schools are listed alphabetically, and where a school has more than one program, the programs are also listed alphabetically. The manual presents a summary of information found in course calendars and

other publications provided by the institutions to CANDO. Included are: type of institution, type of program, programs designed for native participants, entrance requirements, course content, length of program, location of program, delivery method, certification, costs and other information including a contact name for further detailed information. There are six parts to the cross-reference index. They are:

- Index A: table of contents, which lists the institutions by region;
- Index B: Native programs, which lists the institutions that have programs specifically designed for Native participants;
- Index C: Entrance requirements, which list the institutions by level requirements one through five;
- Index D: type of program, which lists programs according to their type or contents. Programs fall into several general categories: economic development, business administration, native studies, public administration, community socio-economic development, university-level commerce or economics, and other.;
- Index E: Type of institution, this index lists institutions by type. institutions usually fall into one of the following categories: Native Community college, Native training institution, Community college, University, Vocational institute, and other.;
- Index F: Cost of program, which lists institutions by annual cost for tuition only.

There are eighty nine programs which are

specifically designed for Native participants (see appendix A). Institutions by geographic location, certification, length and by type are listed in Table 3.

Table 3 Institutions by Geographical Locations

Institution and Geographic location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
University of New Brunswick (Atlantic)				Eligibility to transfer into a degree program
Big Trout Lake Training Program (Central)				Non-credited certification.
Cambrian College (Central)		Diploma		
Cambrian College		Diploma		
Carleton University (Central)			Bachelor of Social Work Honours (4 yrs)	
Confederation College of Applied Arts and Technology (Central)				Certificate of completion if the student is registered with the College
Confederation College of Applied Arts and Technology (Central)		Post-secondary Diploma		
First Nations Technical Institute (Central)		Diploma		
Lambton College (Central)	11 month administration/management certificate			
Lambton College (Central)	10 week certificate			
Lambton College - Riverside Campus	12-36 week Bend management certificate			
Lambton College - Riverside Campus	10 week certificate			
Lambton College - Riverside Campus	16-20 week certificate			
Lambton College - Riverside Campus	10 week certificate			
Lambton College - Riverside Campus	11 month certificate			
Lambton College - Riverside Campus	20 week certificate			

Institution and Geographic Location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
Master University (Central)				No formal certification
Central University			Master of Arts(2 years)	
Central University			4 year Bachelor of Arts	
Central University			3 year Bachelor of Arts	
Central University		Diploma		
Central School Board				No formal certification
Central Training Institute of Inuvik				Continuing education unit
Central Training Institute of Inuvik	1 year certificate			
Central Training Institute of Inuvik				Continuing education unit
Alberta Vocational Centre-Lesser Slave Lake(North and Prairies)				20 week certificate of completion
Blue Quills First Nation College(North and Prairies)	Certificate(1 year)	Diploma		
Fairview College(North and Prairies)				none established
Maskwachees Community College(North and Prairies)		Band management certificate		
Maskwachees Community College		Post -secondary certificate		
Maskwachees Community Collage	8 month Post-secondary certificate			
Maskwachees Community College		Diploma in general studies		
Nechi Institute	30 day certificate			
Northern Alberta Institute of Technology (N. A. I. T.)(North and Prairies)				non-credit certificate

Institution and Geographic Location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
I.A.I.T.	5 day Basic Business Management Continuing Education Certificate			
I.A.I.T				Non-credit certificate
I.A.I.T				Non-credit certificate awarded after 17 months
Old Sun Community College(North and Prairies)	Certificate(1 year)			
Southern Alberta Institute of technology (North and Prairies)	Certificate (duration unknown)			
University of Alberta(North and Prairies)			4 year Bachelor of Arts (Native Studies)	
University of Calgary (North and Prairies)			4 year Bachelor of Arts	
University of Lethbridge(North and Prairies)			4 year Bachelor Of Management	
University of Lethbridge	Certificate (1 year)			
University of Lethbridge	Recognition of training certificate(2-15 day workshops)			*
University of Lethbridge	Recognition of training certificate(2-7 weeks)			
University of Lethbridge	Recognition of training certificate			
Assiniboine Community College(North and Prairies)				10 month non-specified certification(no entry)
Keewatin Community College(North and Prairies)	40 week certificate of attainment in Band and Northern Communities			
Red River Community College(North and Prairies)	Certificate(1 year)			

Institution and Geographic Location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
University of Manitoba (North and Prairies)		Certificate		
Yellow Quill College (North and Prairies)				No specified certification
Arctic College-Thebacha Campus (North and Prairies)		Diploma		
Arctic College-Thebacha Campus	Certificate (1 year)	Diploma		
Arctic College-Yellowknife Campus	5 4 week modulars, certificate awarded after completion of each level			
Arctic College-Yellowknife Campus		Diploma/Certificate		
Arctic College-Yellowknife Campus	8 month Certificate in management or Native Studies			
ATII Training inc. (North and Prairies)				Courses can be credited to Arctic College's management studies program
Denendeh National Office (North and Prairies)				1-3 years on the job experience combined with academic training
Nunavut-Sivuniksavut (North and Prairies)	8 month Algonquin College Certificate			
North West Regional College (North and Prairies)				No information
Saskatchewan Indian Federated College (SIFC) (North and Prairies)			Bachelor of Administration (32 classes)	
Saskatchewan Indian Institute of Technology (North and Prairies)		Diploma in Business Administration		
Saskatchewan Institute of Applied Science and Technology (North and Prairies)	Certificate (1 year)	Diploma		

Institution and Geographic Location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
IIFC		4 semester Certificate of Administration		
IIFC	Certificate in continuing education(8 ● ach 32 credit hrs over 2 semesters)			
IIFC		Bachelor of Administration Diploma		
Touchwood Hills Qu'Appelle Tribal Council(North ● ti Prairies)		Diploma		
University of Saskatchewan			Bachelor of Arts in Native studies (3 yr general degree, 4 yr honours)	
Tukon College(North and Prairies)	8 month Diploma, 12 month Certificate			
Cheminus Native College(Pacific)		Diploma in Business Management		
Coquitlam College(Pacific)	Certificate in Business studies(1 year)	Diploma in Business management		
Kitsumkalum Band Council (Pacific)	Certificate(10.5 months)			
Native Education Centre(Pacific)	Joint Certificate from N.E.C. and Vancouver Community College(10.5 months)			
Native Education Centre				No ● ntry
Nicola Valley Institute of Technology (N.V.I.T)(Pacific)	Certificate(1 year)	Diploma		
N.V.I.T		Diploma		
N.V.I.T	Level 2, 6 week Certificate			Level 1, 2 weeks accredited courses, Level 3, 24 weeks-Diploma
N.V.I.T.				7 weeks no certification
N.V.I.T	Certificate(1 year)	Diploma		

Institution and Geographic location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
N. V.I. T				University transfer credits (1 year)
North Coast Tribal Council(Pacific)	Certificate(10 months)			
Northern Lights College(Pacific)	Certificate in basic Band Management skills(108 hrs.)			
Okanagan College(Pacific)	Certificate(180 hrs.)			
Salishan Institute(Pacific)				No information
Totipotet Centre(Pacific)				2 semesters: courses are transferable to the University College of the Fraser Valley
University of British Columbia (U. B.C.) (Pacific)	Certificate(2 weeks)			
U.B.C.	Certificate(5 days)			
U.B.C.				No formal certification

End of Table 3

From Table 3 it is clear that there are several programs across Canada that offer participants the opportunity to attain anything from a certificate of completion all the way through to a masters degree.

Table 4 divides the institutions by type; i.e. community college, university, native training institute, native community college, vocational institution, and other.

Table A Institutions by Type

Native Community College	Native Training Institution	Community College	University	Vocational Institution	Other
Chemainus Native College	Big Trout Lake Training Program	Arctic College-Thebacha campus	Carleton	Alberta Vocational Centre	ATII Training Inc.
Lambton College	Native peoples Technical institute	Arctic college-Yellowknife campus	McMaster	Nicola Valley Institute of Tech.	Denendeh National Office
Lambton College-Riverside Campus	Kativik School Board	Assiniboine Community College	Trent	N.A.I.T	Kitsumkalum Band Council
Yellow Quill	N.E.C.	Blue Quills First Nation College	University of Alberta	S.A.I.T	Nunavut Sivuniksavut

Native Community College	Native Training Institution	Community College	University	Vocational Institution	Other
	Native Training Institute of Quebec	Cambrian College	U.B.C.		
	Nechi Institute	Confederation College of Applied Arts and Tech.	University of Calgary		
	North Coast Tribal Council	Coquitlam College	University of Lethbridge		
	Red River Community College	Fairview College	U.N.B.		
	Salishan Institute	Keewatin community college	SIFC		
	Saskatchewan Indian Institute of Technology	Maskwachees cultural college			
	Totipotet Centre	Northern lights college			
		North West Regional College			
	Yukon College	Okanagan College			
		Old Sun Community College			
		Saskatchewan Institute of Applied Science and Technology			
		Touchwood Hills Qu'Appelle Tribal Council			

From tables 3 & 4 we notice that there are several native training institutions and colleges offering programs to native participants. There are also many non-native institutions offering programs for native participants as well. There are six universities across Canada that offer a Native studies program accompanied by two community colleges and one Native training institution. The universities include: University of New Brunswick (U. N.B.), Trent University, University of Alberta, University of Calgary and the University of Saskatchewan. The two community colleges are Cambrian College and Arctic College and the Native training institute is the Salishan

institute. There is only one Native college and one vocational institute that offer economic development programs - they are Yellowquill college and the Nicola Valley Institute of Technology. For the public administration program there are two universities (University of Lethbridge and Saskatchewan Indian Federated College), three community colleges (Confederation College of Applied Arts and Technology, Maskwachees Cultural College, and Arctic College), one Native training institute (Native Education Centre), three vocational institutions (Alberta Vocational Centre-Lesser Slave Lake, Northern Alberta Institute of

Technology, and Southern Alberta Institute of Technology) and the Kitsumkalum Band Council. The socio-economic development program has four universities (Carleton University, McMaster University, University of Manitoba and University of British Columbia) and three community colleges (Northern Lights College, Assiniboine Community College and Arctic College) allotted to it. The business administration program has three universities (Trent University, Saskatchewan Indian Federated College and the University of Lethbridge), eight community colleges (Confederation College of Applied Arts and Technology, Blue Quills First Nation College, Maskwachees Cultural college, Old Sun, Touchwood Hills Qu'Appelle Tribal Council, Arctic College, Saskatchewan Institute of Applied Science and Technology and North West Regional College), one Native college (Chemainus Native College), six Native training institutions (First Nation Technical Institute, Native Training Institute of Quebec, Kativik School Board, Saskatchewan Indian Institute of Technology, Yukon College and the North Coast Tribal council), one vocational institute (Northern Alberta Institute of Technology) and, one other type of training institution, ATII Training Inc.. There is only one Native college for the office administration program, and it is Lambton College. Lambton College is also the only supplier of a small business administration program. The university level commerce programs aimed at Native participants are found at Trent University, Saskatchewan Indian Federated College and the University of Lethbridge. The entrepreneurship program is offered by one vocational institution (Nicola Valley Institute of Technology) and one Native training institution (Native Training Institute of Quebec). Management training is only found at the Nechi Institute, which is a Native training institution. The computer administration program is given by Maskwachees Cultural College, a community college. Native administration programs are offered by one community college (Keewatin Community College) and one vocational institution (Nicola Valley Institute of Technology). A program for land claims is given by Nunavut-Sivuniksavut. Northern Lights Community College is offering a program in Band administration. Total: that, a Native training institution, and Okanagan, a community college, are the two institutions offering adult education programs (for actual course content and location see Appendix A).

Conclusion:

There is not one institution listed that responds to the immediate needs of EDO's. By this we mean that there are knowledge and skill gaps in each program, therefore, there is a need to adapt these existing programs so that they meet these need requirements. The knowledge requirements we are referring to are: environmental legislation, business corporation acts, sources of capital, economic development in other Native communities, sources of labour market information, economic theory and principles, business taxation, and, land and natural resource management. The skill requirements that we are referring to are; making presentations, assessing business/economic opportunities and plans, developing plans and economic theory, motivating and supporting businesses, facilitating cultural expression, training, and managing natural resources. We reiterate the fact that Price Waterhouse found that there was an overwhelming support for an accredited training program for Native EDO's, so that the specialized needs of the Native EDOS could be met. There are benefits to such a program, it would be nationally coordinated, there would be cooperation between institutions, and a national curriculum would be adapted and developed. The need for more than one partner is simply due to the fact that not one institution could offer all the relevant courses, and the costs would be too high for one institution to handle on its own.

IV. Training Recommendations: Short and Medium Terms

The purpose of this report is to bring to the attention of the Royal Commission on Aboriginal Peoples the need to develop, implement and test a program of accreditation for Native economic development officers for Native communities, and Native economic and financial institutions. The Price Waterhouse needs assessment report indicates that the preference of economic development officers is for a modular accredited course delivered by a Native institution.

Before moving to the recommendations, we will highlight the key findings in the Price Waterhouse report, and brief the reader once again on the Education and Training Reference Manual. There were several key findings in the needs assessment report. Price Waterhouse established that there were major knowledge gaps in eight areas as well as eight skill gaps in various areas. The major knowledge gaps were: environmental legislation, business corporation acts, economic development in other Native communities, sources of capital, sources of labour market information, economic theory and principles, business taxation and land and natural resource management. The eight major skill gaps were: making presentations, assessing business/economic opportunities and plans, developing plans, developing economic theory, motivating and supporting business, facilitating cultural expression, training and managing natural resources. They also established the overwhelming desire of economic development officers for an accredited modular program to be delivered by a Native institution (95% in favour of accreditation, 54% in favour of modular training given by a Native institute).

The Education and Training Reference

Manual is a comprehensive guide to business, economics, and development programs at post-secondary institutions across Canada. It is designed primarily for use by Native EDO's who are interested in furthering their education. There are almost three hundred separate post-secondary programs listed in the manual. Programs have been categorized by region: Atlantic, Central, North and Prairies, and Pacific. Within each region schools are listed alphabetically and where a school has more than one program, the programs are again, listed alphabetically. The manual presents a summary of information found in course calendars and other information provided by the institutions to CANDO. Included in the summary of information are: type of institution, type of program, programs designed specifically for Native participants, entrance requirements, course content, length of program, location of program, delivery method, certification, costs and other information including a contact name at the institution for more detailed information.

There was a total of 32,680 businesses which were reported to have been owned or operated by Native adults according to Statistics Canada. There are 18,825 businesses which are presently owned and or operated by Native adults, and there are 34,105 potential businesses which have been reported to Statistics Canada for the year 1991.

The next topic of concern is the Statements of Intent received by Industry Science and Technology Canada for the Aboriginal Business Development Program, and those which were approved. They will be broken down by province and the numbers in Table 5 represent totals from 1989-1994.

Table 5 Statements of Intent

Province	Statement of Intent received	Statement of Intent approved
Alberta	1772	577
British Columbia	1929	518
Manitoba	1596	575
New Brunswick	538	194
Newfoundland	234	62
Northwest Territories	499	225
Nova Scotia	551	231
Ontario	1787	866
Prince Edward Island	62	24

Quebec	1119	491
Saskatchewan	1369	437
Yukon	151	70

Source: Aboriginal Economic Programs Ottawa, Ontario

For all the reported projects the costs far exceeded the authorized assistance provided. In the Goss Gilroy report it was stated that only 10.7% of all Aboriginal Business Development Program assisted Native businesses failed. The majority of the businesses (71.7%) examined by the report were found to be profitable or to be experiencing small losses (less than 10% of revenue). They found that businesses receiving more than \$50,000 in assistance, reported profitability or small losses in almost 75% and only 5.3% of the businesses receiving between \$50,000 and \$250,000 dollars had closed or failed.

There is significant unemployment among Native peoples. Unemployment among Native adults aged 15 and older was almost 25% in 1991 according to the (APS) Schooling, Work and Related Activities, Income, Expenses and Mobility Survey. Native businesses will be the major generators of new jobs in the future. Therefore there is a definite need for well developed business plans. The reader will recall that the EDO's that were interviewed reported that they evaluated anywhere between 5 and 25 business proposals per month. In order to do more with existing resources, based on the projected increased demand for business support services, training of EDO's will assist in increasing their capacity and efficiency.

Case Study: University of Waterloo

The following is a case study of a modular accredited program between the University of Waterloo and the Economic Developers Association of Canada (EDAC). The EDAC is a non-Native association as is the University of Waterloo. The University of Waterloo offers two economic development programs, a certificate program and a diploma program, neither program is specifically designed for Native participants. We will analyze the certificate program first. The entrance requirements for this program are level 1, which indicates that all interested Native persons are encouraged to apply. There are five key components which comprise the course content of this program. They are; communicating the role of the economic development officer, information

gathering, processing and dissemination, team building, opportunity and impact identification, and business development. Each participant is required to submit an essay on one topic from a range of topics within one year of attending each year's session of lectures. This program is two years in length, with one week of intensive *course work* each year, it is offered in Waterloo, Ontario, with year one also offered in Calgary, Alberta. The delivery methods used by the program are; lectures, field projects and case study work. The University of Waterloo Certificate in Economic Development is offered in collaboration with the Economic Developer's Association of Canada (EDAC).

The second program offered by Waterloo is the Diploma program. This program has a level 5 entrance requirement. This means that, applicants must have obtained the Economic Development Certificate offered by the University of Waterloo in conjunction with the EDAC. There is no specified length of the program, however we know that the seminars that are and were offered in 1993 are two days in length. The course content of this diploma program is two specialized seminars and one research paper. There are four seminars to choose from, they are: entrepreneurship activity and local development, the role and impact of tourism on economic development, "change is", and once again the role and impact of tourism on economic development. The seminars are offered respectively, May 12-14, June 17-19, September 8-10 and October 21-23. The seminars are given all across Canada, using the four that are presented here they were offered in Ingersoll, Ont., Fredericton, N. B., Edmonton, Alberta and Kananaskis Village, Alberta (respectively). Obtaining this Diploma is one way of fulfilling the basic educational requirements set by the EDAC as a prerequisite for candidacy for the Certified Economic Developer (Ec.D) designation. Other requirements include three years of professional economic development experience, successful completion of an examination, and membership in EDAC.

Options

We are now in a position to discuss the options that emerged at the follow-up meeting of the Task Force. Present were Simon Brascoupe(chair), Pat Baxter(EDCAW), Ron Ryan(Sinaaq, Ottawa), Mari Ramsey (Price Waterhouse), Judy Cooko-Whiteduck(co-chair), and Hans Matthews (Canadian Aboriginal Minerals Association). The Task Force reviewed the needs assessment report in detail and discussed the fact that there was a definite need for an accredited program for Native development officers. The Task Force developed the following three options:

1. a National pilot,
2. a Regional pilot, and
3. a National program.

National Pilot:

The national pilot has the following unique features to it: it would involve two or more regions and the stakeholders would be regional institutions. The development of the pilot would be as follows: 1. a program officer would be required to adapt existing programs listed in the manual and develop core accredited courses; 2. there would be the formation of a steering committee of stakeholders; 3. in developing the program there would be extensive consultations with Native communities and partners; 4. negotiation may be required with post-secondary institutions; 5. CANDO would then formulate a curriculum and develop some course components; 6. the development and approval of the plan would be required followed by the actual implementation of the plan. The program itself would be available in more than two regions, the curriculum would be adapted in consultation with Native partners, delivery would be by a Native institution and/or CANDO, the courses would be accredited by a college and/or university, the courses would be modular i.e. 2-4 weeks in length, the program may have some distance education component, and CANDO would need a minimum of 15 participants.

There will be a one year and a two year assessment of the pilot, an assessment of the courses and delivery agent, an assessment of the locations and logistics of the programs as well as an assessment of the participant's performance.

There are always strengths and weaknesses to every program. Some of the strengths of such a program are: national status, pilot entire concept and evaluation of impact. The weaknesses are we may not be able to detect regional variances and costs such as travel and

administration nationwide.

Regional Pilot:

The second option is the regional pilot. It has two key features:

1. CANDO works with Native communities and organizations, and
2. this program is designed to meet specific local needs.

The development of this program is very similar to the development of the national pilot. The program itself is once again quite similar to that of the national pilot. The only differences are that the program would be available within a specified area and location and participants could come from outside the region. The measurements would be identical to those for the national pilot. The strengths of such a pilot are: strong local delivery (training alliances and/or some costs may be paid for at the local/regional level), a pilot concept with local strengths and evaluation of impact. The weaknesses are: lessons learned may not apply nationally, CANDO may have problems getting funding, there are uncertainties in the delivery and unit costs maybe high.

National Program:

The national program has the following two key features:

1. It is nationally focused and
2. It has many stakeholders.

The development of such a program requires the following items: program officers to develop such a program, the formation of a national steering committee of stakeholders, consultation will have to take place with Native communities and partners nationally, there will have to be negotiations with multiple post-secondary institutions and the formulation of a curriculum, there will be development of some course components followed by the development and approval of implementation plan and implementation of plan. The program itself would be available within specified geographic locations (3-5 areas). The curriculum would be developed in consultation with Native partners and would be delivered by Native institutions, non-Native institutions, and/or CANDO. The courses that would be accomplished would be accredited by a college and/or university and they would be modular in format. The program may have some distance education component and CANDO

would require participants for 3-5 locations, with a minimum of 15 participants per location. There will be a one year and a two year assessment of the pilot. There will also be an assessment of the courses and delivery, the locations and logistics and of the participant's performance.

The national program has the following strengths: national status, can pilot the entire concept in all regions and evaluation of impact. The weaknesses of such a program are: the complexity and high risk involved, negotiations may cause staggered delivery and there may be time delays in establishing partners.

The options once again were a national pilot, a regional pilot and a national program. The option that was preferred by the Task Force was option 1, the national pilot. The reasons being, it has National scope, but within manageable and specified regions, it will be more manageable in terms of funding through "Pathways" and it will be more manageable in terms of size and scope.

Recommendations

1. CANDO recommends that a national accredited program be supported to meet the training needs of EDO's;
2. CANDO recommends that a partnership be established with Canadian universities and colleges, Native communities and Native training institutions to develop and deliver accredited training programs for EDO's;
3. CANDO recommends that a partnership be established with Canadian businesses and financial institutions to provide support for accredited training and development initiatives of Native EDO's;
4. CANDO recommends that the core funding of the national accredited program be supported by Human Resources and Labour, DIAND and ISTC.

V. Training Recommendations: Long Term

CANDO has formulated some long term recommendations related to training which support the short and medium term recommendations, as well as scoping out management and administrative training needs in support of self-government and economic self-sufficiency. These recommendations have been developed by the CANDO board in conjunction with the task force.

1. Recommendation: CANDO recommends that a comprehensive study/survey of the human resource capacities of Native communities economic and business development be undertaken to determine the types of training required.

Discussion:

- entire Native community survey to attain information on training needs
- existing data will be used where possible
- sample surveys will be done nationally
- a national steering committee would oversee process, and
- CANDO would manage the entire project because of their experience with the EDO's needs assessment report and the Education and Training Reference Manual.

2. Recommendation: CAN DO recommends that the Government of Canada establish a non political, professional Native-controlled and operated Agency for Native Peoples, Business, Management and Administration (hereinafter referred to as "Native controlled Training Agency") with volunteer board, mandated to coordinate and deliver affordable, relevant, and accessible education and training in the field of community, business, and economic development of Native communities.

Discussion:

There is a special need to develop policy supporting a Native controlled Training Agency. The training of senior management and administrators is necessary to ensure that Native

people can acquire a high level of knowledge, skills and teds to manage their economies in a manner consistent with their values, situation and local economies. The institute will:

- provide small business training for Native peoples entrepreneurs and managers;
- have First Nations accreditation of teachers and degree programs;
- provide consulting services across Canada and locally for Native peoples;
- develop innovative methods of teaching through satellite and distance learning;
- provide for training of trainers: working cooperatively with educational institutions and the private sector, especially banks and other financial institutions;
- the institute will need core funding for the first 5 years; and
- training could be financed through existing EIC sources and status Indians through post-secondary education for university and college accredited courses.

3. Recommendation: CAN DO recommends that the Government of Canada devolve six person years to the Council for the Advancement of Native Development Officers in support of the Council's efforts to coordinate education and training for Native people across Canada.

Discussion:

The six pereon years will be responsible for the following tasks:

- consultation and coordination at the community level. (2 person years);
- the development of curriculum in identified gaps. (2 person years); and
- consult and negotiate for training courses with Native educational institutions, universities and colleges. (2 person years)

4. **Recommendation:** CANDO recommends that the Government of Canada, through the Native controlled Training Agency enhance the capacity of Native Education and Training Institutes to design and deliver, under the direction of the Native controlled Training Agency, culturally sensitive curriculum for Native community, business, and economic development.

Discussion: There is a significant need to provide training for Native peoples which would contribute to economic development and self-government within communities. The training and support are necessary to assist Native peoples in increasing

the capacity of their staff by providing the opportunity of training, curriculum development, software development, research and development, and training of trainers.

The training initiative would build on existing Native peoples institutions, formation of institutions and courses where there are gaps, and development of innovative alliances in highly technical fields when appropriate.

The training initiative would provide for the accreditation of courses, teachers and curriculum by Native peoples institutions.

VI Summary

We would like to reiterate the fact that there is a need for an accredited program that will meet the knowledge and skill gaps that exist. The reader will recall, the knowledge gaps we are referring to are: environmental legislation, business corporation acts, sources of capital, economic development in other Native communities, sources of labour market information, economic theory and principles, business taxation, and land and natural resource management. The skill requirements we are referring to are: making presentations, assessing

business/economic opportunities and plans, developing plans and economic theory, motivating and supporting businesses, facilitating cultural expression, training and managing natural resources.

The program should be accredited, modular, delivered on the reserves and be given by a Native training institute. Most importantly, it should be a program that is designed to meet the specific needs of the Native EDO's.